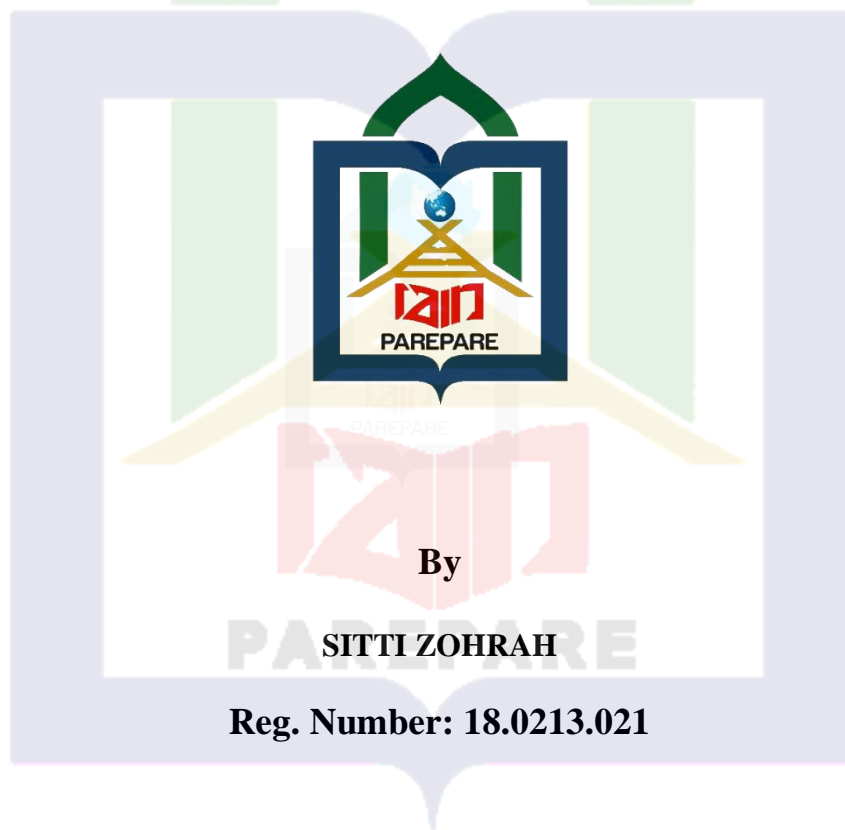


THESIS

**THE DIFFERENCE BETWEEN CERTIFIED AND NON-CERTIFIED EFL
TEACHERS' PEDAGOGICAL KNOWLEDGE IN SIDRAP REGENCY**



**ENGLISH EDUCATION POSTGRADUATE PROGRAM
STATE ISLAMIC INSTITUTE (IAIN)PAREPARE**

TAHUN 2022

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Parepare, 10 September 2022

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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

In the name of Allah, the Beneficent and the Merciful

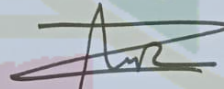
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The Writer



(Sitti Zohrah)
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PAREPARE

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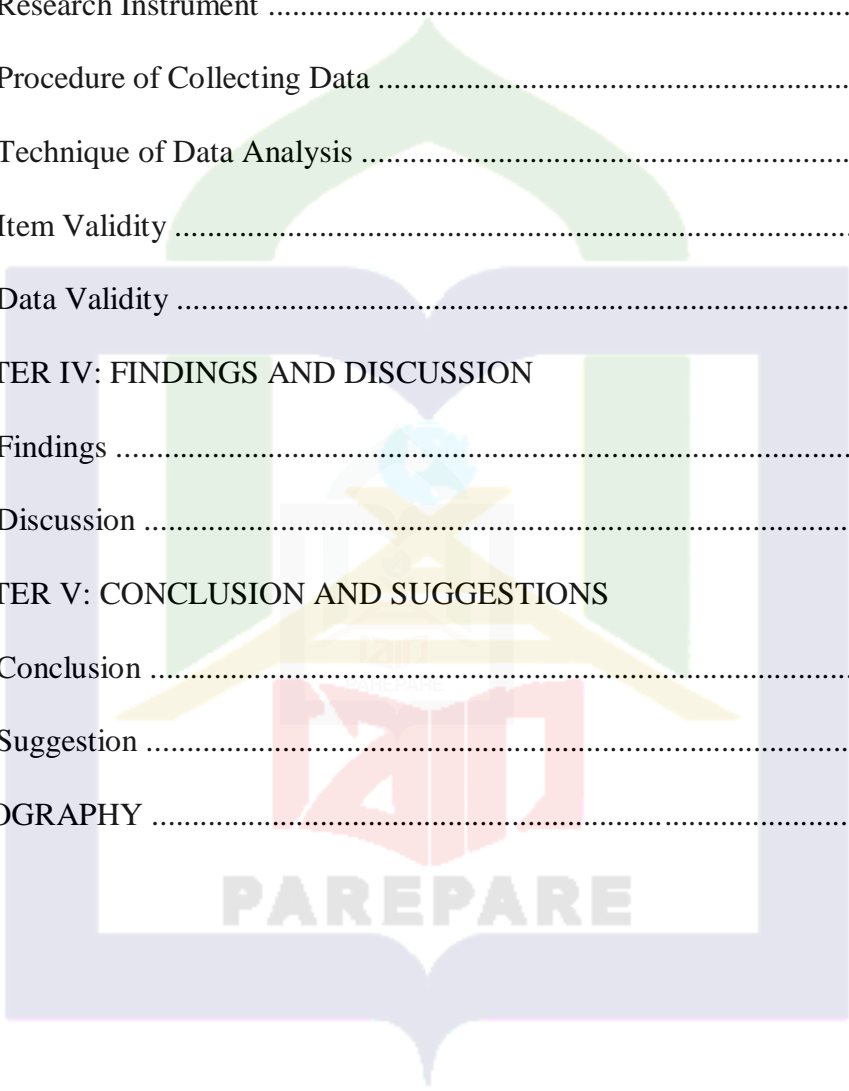
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PEDOMAN TRANSLITERASI ARAB-LATIN

1. Konsonan

Daftar huruf bahasa Arab dan transliterasinya ke dalam huruf Latin dapat dilihat pada halaman berikut:

| Huruf Arab | Nama | Huruf Latin | Nama |
|------------|--------|--------------------|-----------------------------|
| ا | alif | tidak dilambangkan | tidak dilambangkan |
| ب | ba | b | be |
| ت | ta | t | te |
| ث | s\`a | s\` | es (dengan titik di atas) |
| ج | jim | j | je |
| ح | h}a | h} | ha (dengan titik di bawah) |
| خ | kha | kh | ka dan ha |
| د | dal | d | de |
| ذ | z\`al | z\` | zet (dengan titik di atas) |
| ر | ra | r | er |
| ز | zai | z | zet |
| س | sin | s | es |
| ش | syin | sy | es dan ye |
| ص | s}ad | s} | es (dengan titik di bawah) |
| ض | d}ad | d} | de (dengan titik di bawah) |
| ط | t}a | t} | te (dengan titik di bawah) |
| ظ | z}a | z} | zet (dengan titik di bawah) |
| ع | 'ain | ' | apostrof terbalik |
| غ | gain | g | ge |
| ف | fa | f | ef |
| ق | qaf | q | qi |
| ك | kaf | k | ka |
| ل | lam | l | el |
| م | mim | m | em |
| ن | nun | n | en |
| و | wau | w | we |
| هـ | ha | h | ha |
| ء | hamzah | ' | apostrof |
| ي | ya | y | ye |

Hamzah (ء) yang terletak di awal kata mengikuti vokalnya tanpa diberi tanda apa pun. Jika ia terletak di tengah atau di akhir, maka ditulis dengan tanda (').

2. Vokal

Vokal bahasa Arab, seperti vokal bahasa Indonesia, terdiri atas vokal tunggal atau monoftong dan vokal rangkap atau diftong.

Vokal tunggal bahasa Arab yang lambangnya berupa tanda atau

harakat, transliterasinya sebagai berikut:

| Tanda | Nama | Huruf Latin | Nama |
|-------|----------------|-------------|------|
| اَ | <i>fath}ah</i> | a | a |
| اِ | <i>kasrah</i> | i | i |
| اُ | <i>d}ammah</i> | u | u |

Vokal rangkap bahasa Arab yang lambangnya berupa gabungan antara harakat dan huruf, transliterasinya berupa gabungan huruf, yaitu:

| Tanda | Nama | Huruf Latin | Nama |
|-------|--------------------------------|-------------|---------|
| اَيّ | <i>fath}ah dan ya>'</i> | ai | a dan i |
| اَوّ | <i>fath}ah dan wau</i> | au | a dan u |

Contoh:

كَيْفَ : *kaifa*

هَوْلٌ : *hau-la*

3. Maddah

Maddah atau vokal panjang yang lambangnya berupa harakat dan huruf, transliterasinya berupa huruf dan tanda, yaitu:

| Harakat dan Huruf | Nama | Huruf dan Tanda | Nama |
|-----------------------|--|-----------------|---------------------|
| اَ... اِ... اُ... | <i>fath}ah dan alif</i> atau <i>ya>'</i> | a> | a dan garis di atas |
| اِيّ | <i>kasrah dan ya>'</i> | i> | i dan garis di atas |
| اُوّ | <i>d}ammah dan wau</i> | u> | u dan garis di atas |

Contoh:

مَاتَ : *ma>ta*

رَمَى : *rama>*

قِيلَ : *qi>la*

يَمُوتُ : *yamu>tu*

4. Ta marbu>}ah

Transliterasi untuk *ta>'* *marbu>}ah* ada dua, yaitu: *ta>'* *marbu>}ah* yang hidup atau mendapat harakat *fath}ah*, *kasrah*, dan *d}ammah*, transliterasinya adalah [t]. Sedangkan *ta>'* *marbu>}ah* yang mati atau mendapat harakat sukun, transliterasinya adalah [h]. Kalau pada kata yang berakhir dengan *ta>'* *marbu>}ah* diikuti oleh kata yang menggunakan kata sandang *al-* serta bacaan

kedua kata itu terpisah, maka *ta>' marbu>t}ah* itu ditransliterasikan dengan ha (h).

Contoh:

رَوْضَةُ الْأَطْفَالِ : *raud}ah al-at}fa>l*

الْمَدِينَةُ الْفَاضِلَةُ : *al-madi>nah al-fa>d}ilah*

الْحِكْمَةُ : *al-h}ikmah*

5. Syaddah (Tasydi>d)

Syaddah atau *tasydi>d* yang dalam sistem tulisan Arab dilambangkan dengan sebuah tanda *ta>di>d* (ّ), dalam transliterasi ini dilambangkan dengan perulangan huruf (konsonan ganda) yang diberi tanda *syaddah*.

Contoh:

رَبَّنَا : *rabbana>*

نَجَّيْنَا : *najjaina>*

الْحَقُّ : *al-h}aqq*

نُعِمٌ : *nu"ima*

عَدُوٌّ : *'aduwwun*

Jika huruf *ى* ber-*tasydid* di akhir sebuah kata dan didahului oleh huruf *kasrah* (ى), maka ia ditransliterasi seperti huruf *maddah* menjadi *i>*.

Contoh:

عَلِيٌّ : 'Ali> (bukan 'Aliyy atau 'Aly)

عَرَبِيٌّ : 'Arabi> (bukan 'Arabiyy atau 'Araby)

6. Kata Sandang

Kata sandang dalam sistem tulisan Arab dilambangkan dengan huruf *al* (*alif lam ma'arifah*). Dalam pedoman transliterasi ini, kata sandang ditransliterasi seperti biasa, *al-*, baik ketika ia diikuti oleh huruf *syamsiyah* maupun huruf *qamariyah*. Kata sandang tidak mengikuti bunyi huruf langsung yang mengikutinya. Kata sandang ditulis terpisah dari kata yang mengikutinya dan dihubungkan dengan garis mendatar (-).

Contoh:

الشَّمْسُ : *al-syamsu* (bukan *asy-syamsu*)

الزَّلْزَلَةُ : *al-zalزالah* (*az-zalزالah*)

الْفَلْسَافَةُ : *al-falsafah*

الْبِلَادُ : *al-bila>du*

7. Hamzah

Aturan transliterasi huruf hamzah menjadi apostrof (') hanya berlaku

bagi hamzah yang terletak di tengah dan akhir kata. Namun, bila hamzah terletak di awal kata, ia tidak dilambangkan, karena dalam tulisan Arab ia berupa alif.

Contoh:

تَأْمُرُونَ : ta'muru>na

النَّوْعُ : al-nau'

شَيْءٌ : syai'un

أَمْرٌ : umirtu

8. Penulisan Kata Arab yang Lazim digunakan dalam Bahasa Indonesia

Kata, istilah atau kalimat Arab yang ditransliterasi adalah kata, istilah atau kalimat yang belum dibakukan dalam bahasa Indonesia. Kata, istilah atau kalimat yang sudah lazim dan menjadi bagian dari perbendaharaan bahasa Indonesia, atau sering ditulis dalam tulisan bahasa Indonesia, atau lazim digunakan dalam dunia akademik tertentu, tidak lagi ditulis menurut cara transliterasi di atas. Misalnya, kata al-Qur'an (dari *al-Qur'a>n*), alhamdulillah, dan munaqasyah. Namun, bila kata-kata tersebut menjadi bagian dari satu rangkaian teks Arab, maka harus ditransliterasi secara utuh. Contoh:

Fi> Z{ila>l al-Qur'a>n

Al-Sunnah qabl al-tadwi>n

9. Lafz} al-Jala>lah (الله)

Kata "Allah" yang didahului partikel seperti huruf *jarr* dan huruf lainnya atau berkedudukan sebagai *mud}a>f ilaih* (frasa nominal), ditransliterasi tanpa huruf hamzah.

Contoh:

دِينُ اللَّهِ di>>nulla>h بِاللَّهِ billa>h

Adapun *ta>' marbu>t}ah* di akhir kata yang disandarkan kepada *lafz} al-jala>lah*, ditransliterasi dengan huruf [t]. Contoh:

هُم فِي رَحْمَةِ اللَّهِ hum fi> rah}matilla>h

10. Huruf Kapital

Walau sistem tulisan Arab tidak mengenal huruf kapital (*All Caps*), dalam transliterasinya huruf-huruf tersebut dikenai ketentuan tentang penggunaan huruf kapital berdasarkan pedoman ejaan Bahasa Indonesia yang berlaku (EYD). Huruf kapital, misalnya, digunakan untuk menuliskan huruf awal nama diri (orang, tempat, bulan) dan huruf pertama pada permulaan kalimat. Bila nama diri didahului oleh kata sandang (al-), maka yang ditulis dengan huruf kapital tetap huruf awal nama diri tersebut, bukan huruf awal kata sandangnya. Jika terletak

pada awal kalimat, maka huruf A dari kata sandang tersebut menggunakan huruf kapital (Al-). Ketentuan yang sama juga berlaku untuk huruf awal dari judul referensi yang didahului oleh kata sandang al-, baik ketika ia ditulis dalam teks maupun dalam catatan rujukan (CK, DP, CDK, dan DR). Contoh:

Wa ma> Muh}ammadun illa> rasu>l

Inna awwala baitin wud}i'a linna>si lallaz\i> bi Bakkata muba>rakan

Syahru Ramad}a>n al-laz\i> unzila fi>h al-Qur'a>n

Nas}i>r al-Di>n al-T{u>si>

Abu>> Nas}r al-Fara>bi>

Al-Gaza>li>

Al-Munqiz\ min al-D}ala>l

Jika nama resmi seseorang menggunakan kata Ibnu (anak dari) dan Abu> (bapak dari) sebagai nama kedua terakhirnya, maka kedua nama terakhir itu harus disebutkan sebagai nama akhir dalam daftar pustaka atau daftar referensi.

Contoh:

Abu> al-Wali>d Muh}ammad ibn Rusyd, ditulis menjadi: Ibnu Rusyd, Abu> al-Wali>d Muh}ammad (bukan: Rusyd, Abu> al-Wali>d Muh}ammad Ibnu)

Nas}r H{a>mid Abu> Zai>d, ditulis menjadi: Abu> Zai>d, Nas}r H{a>mid (bukan: Zai>d, Nas}r H{ami>d Abu>)

| | |
|---------------|---|
| swt. | = <i>subh}a>nahu> wa ta'a>la></i> |
| saw. | = <i>s}allalla>hu 'alaihi wa sallam</i> |
| a.s. | = <i>'alaihi al-sala>m</i> |
| H | = Hijrah |
| M | = Masehi |
| SM | = Sebelum Masehi |
| l. | = Lahir tahun (untuk orang yang masih hidup saja) |
| w. | = Wafat tahun |
| QS .../...: 4 | = QS al-Baqarah/2: 4 atau QS A<li 'Imra>n/3: 4 |
| HR | = Hadis Riwayat |

ABSTRAK

Nama : Sitti Zohrah
NIM : 18.0213.021
Judul Tesis : Perbedaan guru tersertifikasi dan tidak tersertifikasi dalam pengetahuan pedagogik di Sidrap

Sebagai peneliti dan selaku guru yang tersertifikasi melaksanakan Penelitian ini dengan tujuan untuk mengetahui perbedaan pengetahuan pedagogik guru yang telah bersertifikasi dan belum bersertifikasi di Kabupaten Sidrap. Penelitian ini menggunakan pendekatan kuantitatif deskriptif dan dilakukan di beberapa Mekolah Menengah Pertama dan beberapa juga pada Madrasah Tsanawiyah dan Madrasah Aliyah dengan jenis penelitian perbandingan. Pengumpulan data uji tes menggunakan soal-soal pedagogik yang terdiri dari 45 butir soal, dengan jumlah sampel 50 guru bidang studi Bahasa Inggris. 50 guru Bahasa Inggris dibagi dalam dua kelompok, yakni 25 untuk guru bersertifikasi dan 25 untuk guru belum bersertifikasi. Analisis data yang digunakan adalah uji t dan uji hipotesis dengan membandingkan thitung dengan ttabel. H1 diterima dan Ho ditolak jika thitung > ttabel. Dengan membandingkan nilai probabilitas yaitu $5\% = 0,05$. Hasil penelitian yang diperoleh yaitu 0.034, hal tersebut berarti terdapat perbedaan yang signifikan pada pengetahuan pedagogik guru bersertifikasi dan guru yang belum bersertifikasi di Kabupaten Sidrap. Nilai mean pada analisis statistik menggunakan Independent t-test

Kata kunci: Pengetahuan Pedagogik Guru, Sertifikasi Guru

ABSTRACT

Name : Sitti Zohrah
NIM : 18.0213.021
Title : The difference between certified and non certified EFL teacher's pedagogical knowledge in Sidrap regency

As a researcher and as a certified teacher, he carried out this research with the aim of knowing the differences in the pedagogic knowledge of certified and uncertified teachers in Sidrap Regency. This study used a descriptive quantitative approach and was carried out in several junior secondary schools and some also in Madrasah Tsanawiyah and Madrasah Aliyah with the type of comparative research. The test data collection used pedagogic questions consisting of 45 items, with a sample of 50 teachers in the field of English studies. 50 English teachers were divided into two groups, namely 25 for certified teachers and 25 for uncertified teachers. Analysis of the data used is t test and hypothesis testing by comparing tcount with ttable. H1 is accepted and Ho is rejected if tcount > ttable. By comparing the probability value of 5% = 0.05. The results obtained are 0.034, it means that there is a significant difference in the pedagogic knowledge of certified and uncertified teachers in Sidrap Regency. The mean value in statistical analysis using Independent t-test.

Keywords: Teacher's Pedagogic Knowledge, Teacher Certification

تجريد البحث

الإسم : ستي زهرة
 رقم التسجيل : ١٨.٠٢١٣.٠٢١
 موضوع الرسالة : الفروق بين المدرسين المعتمدين وغير المعتمدين
 في المعرفة التربوية في سدراب

تهدف هذه الدراسة إلى تحديد الفروق في المعرفة التربوية للمعلمين المعتمدين وغير المعتمدين في منطقة سدراب كباحث ومعلم معتمد، وذلك من خلال تحديد الفروق في المعرفة التربوية للمعلمين المعتمدين وغير المعتمدين في منطقة سدراب. استخدمت هذه الدراسة المنهج الكمي الوصفي وأجريت في المدارس المتوسطة الأولى و المدارس الثانوية والمدارس العالية بنوع البحث المقارن. واستخدمت في جمع البيانات الاختبارية أسئلة تربوية مكونة من ٤٥ بنداً، وبلغت العينة الإجمالية ٥٠ معلمًا للغة الإنجليزية. تم تقسيم مدرسي اللغة الإنجليزية الخمسين إلى مجموعتين، ٢٥ مدرسًا معتمدًا و ٢٥ مدرسًا غير معتمد. وكان تحليل البيانات المستخدم هو اختبار t واختبار الفرضية بمقارنة $t_{count} > t_{table}$. تم قبول H_1 ورفض H_0 إذا كان $t_{count} > t_{table}$. بمقارنة القيمة الاحتمالية وهي $5\% = 0.05$ ، كانت النتائج التي تم الحصول عليها 0.034 ، وهذا يعني أن هناك فرقًا كبيرًا في المعرفة التربوية للمعلمين المعتمدين والمعلمين غير المعتمدين في منطقة سدراب. القيمة الوسطية في التحليل الإحصائي باستخدام اختبار t المستقل

الكلمات الرئيسية: المعرفة التربوية للمعلم، اعتمادية المعلم

CHAPTER I

INTRODUCTION

This chapter introduces the topic of this research. It describes the problem, logical and argumentative reason, urgency of the research as well as the significant of teachers' pedagogical knowledge. In detail, the explanation is elaborated into some sub-chapters namely Background, Research Questions, Research Objectives, Research Significances and research focus as well.

A. Research Background

Pedagogical is the teacher's ability to understand the methods of teaching and learning, for example in determining learning strategies with the classroom situation he or she faces. It is the knowledge that must be possessed by a teacher to provide learning to his or her students where such learning will be a provision in the future. Pedagogical competence is a special competence, which can distinguish teachers from other professions and determine the level of success in the process and results of student learning.

The teacher is a human being who has the noble task of educating mankind, especially the students. The figure of a teacher not only provides knowledge, but also provides a good example, as an example, and also as the second parent of students at school. Teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing and evaluating students in early childhood education through formal education, basic education and secondary education. Teachers are required to have academic qualifications obtained through higher education, undergraduate programs or

diploma programs, competencies (pedagogic, personality, social, professional), educator certificates obtained through education that is accredited and determined by the government, physically and mentally healthy which allows teachers to carry out job well.

Teachers as professionals carry out the mission of implementing learning in accordance with the principles of professionalism. The demands of education services in the community are also growing, not only must be carried out by professional experts, but also able to meet national requirements. As teachers, teachers concentrate more on the task of preparing and implementing the learning process. Meanwhile, as a mentor, the teacher is more emphasizes guidance in solving problems faced by students. As for the class administrator, the teacher has links with the administrative system in the classroom in addition to carrying out teaching and guidance tasks. All things related to education in the teaching and learning process are pedagogical knowledge.

Kunandar (2007: 48) Teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood education through formal education, basic education, and secondary education. The teaching profession and the teaching profession are special fields of work carried out based on the following principles: (1) having talents, interests, vocations, and ideals, (2) having a commitment to improving the quality of education, faith, piety, and noble character; (3) have academic qualifications and educational background in accordance with the field of work; (4) have the necessary competencies in accordance with the field of duty; (5) has

responsibility for the implementation of professional duties; (6) obtain income determined in accordance with work performance; (7) have the opportunity to develop professionally in a sustainable manner through lifelong learning; (8) has guaranteed legal protection in carrying out professional duties; (9) has a professional organization that has the authority to regulate matters relating to the professional duties of teachers. The empowerment of the teaching profession or the empowerment of the lecturer profession is carried out through self-development that is carried out in a democratic, fair, non-discriminatory, and sustainable manner by upholding human rights, religious values, cultural values, national pluralism, and professional code of ethics (Law Number 14 of 2005 concerning Teachers and Lecturers).

From the explanation above, it is generally stated that teaching staff, both teachers and lecturers, are educators who have a very important task in the development of education. In addition to having academic qualifications, they must also have good morals.

Various kinds of training are organized by the government to improve the quality of teachers in the teaching and learning process. One of them is the teacher certification program. By fulfilling several requirements, teachers can join the certification program. There are several assumptions that say that a certified teacher has the ability in a professional teaching and learning process, it means that a certified teacher is a professional teacher in their field of knowledge or in the subject being taught. Because they have gone through education and training

in educational science, it means that the pedagogic knowledge of certified teachers is better than that of uncertified teachers.

As a certified teacher, I feel that there is no significant increase in pedagogic knowledge, but my pedagogic knowledge tends to be obtained from teaching experience. And this is what underlies me as a researcher to examine whether there are differences in the pedagogic knowledge of certified and uncertified teachers.

Further explained that pedagogy is an important ability and must be possessed by someone who works as a teacher and that pedagogic knowledge is only for the teaching profession. because a teacher needs to know the important basis in learning activities so that the objectives of learning can be achieved and students get the knowledge they need to acquire for their future.

Pedagogic competence is one type of competence that absolutely needs to be mastered by the teacher. Pedagogic Competence basically is the ability of teachers to manage student learning. Pedagogic Competence is a distinctive competence, which will distinguish teachers from other professions and will determine the level of success of the learning process and outcomes of their students, which is supported by the talents, interests and other teacher potential of each individual concerned.

Prof. Dr. J. Hoogvel as quoted by Uyoh Sadullah , pedagogy is a science that studies the problem of guiding child towards a certain goal, namely so that he will be "capable independently" complete his life's work." (Sadullah, 2011:4). From this statement, we can understand that pedagogical knowledge is something

that a teacher should have because teachers must be able to direct their students to good things so that they can be responsible for their future.

Meanwhile, according to Lavengeveld pedagogy, a pedagogic expert from the Netherlands stated that pedagogy or education is guidance given by adults to children who have not adults to achieve a goal, namely maturity (Salam, 2011:4). So, A teacher is an example who becomes a role model for his students so that teachers must be able to provide good learning to their students.

Pedagogical knowledge is very important for teachers in carrying out learning. Because the teacher must be able to manage the class well while students in a class have differences in learning and acceptance of learning.

Waini Rasyidin (2014: 43) Pedagogy has begun to develop towards the end of the 19th century and the beginning of the 20th century, among others by utilizing the results of the development of social sciences, physiology (a branch of biology), and psychology (sciences). behavioral sciences). However, theoretical pedagogy as part of pedagogy (science of educating) must also examine how to apply the set of values (universal) and value system (local) into children's education (content of children's education and ways of educating children). . As the basic science of practical pedagogy and educational sciences, theoretical pedagogy must develop as a science in the category or type of practical science, in addition to the category of empirical science, normative science category and spiritual science category.

Pedagogic which is a science in terms of education is very large in scope in all areas of life. Because all activities in life are always related to education, be

it social education, religious or spiritual education or formal education. Formal education in the sense of education taken at levels that have been held or organized by local government agencies or institutions, such as schools or other course institutions.

Waini Rasyidin (2014: 83) As a science, pedagogy formulates knowledge and develops the structure of knowledge based on an overall problem. Judging from the basic problems in pedagogy, namely the relationship between educators and educated people, there are fundamental differences regarding two things, namely between true education with a micro background of association between fellow human beings towards universal and contextual maturity, and self-development so that maturity is more complete in aspects and aspects. capabilities that apply to all environments throughout human life. Therefore, the object of the study of educational science (pedagogy) is not only educators or educated because the social situation that changes due to the actions of educators is called the educational situation as the formal object. The formal object is analyzed in a structure consisting of elements of an educational situation.

From the explanation above, we know that pedagogical knowledge is an absolute thing that must be owned by a teacher. Because teachers are responsible for providing good teaching and learning to their students so that they are able to face life's challenges and have responsibilities in their future.

The imperative in recent years about improving student outcomes is also about improving the quality of the teaching workforce. the ability of teachers in managing student learning is very influential on student achievement. Teacher

pedagogy is a set of knowledge, skills and behavior that must be owned, lived, and mastered by the teacher to be able to carry out their professional duties by directing students. The knowledge is related to the ability of teachers in delivering the effective teaching and learning atmosphere for all learners (Kultsum, 2017:56).

Pedagogical knowledge has been the subject of theoretical and empirical studies. Shulman says that pedagogical knowledge is the knowledge, theory, and belief about the act of teaching and the process of learning, which it figures the teacher's approaches in delivering a subject in the classroom (Shulman, 2000:129). In line with this Endang Purwaningsih and others added that Pedagogical knowledge is knowledge of how to teach. Most of the pedagogies emerging from the seminal research on student concept learning reveal that some form of dialogue, exchange, conversation, or alternating argument, some kind of social manifestation of the understanding is central (Purwaningsih, etc, 2018:39). Pedagogical knowledge facilitated the development of pedagogical content knowledge among high school teachers who were teaching a topic for the first time. These teachers relied on the idea that students have prior knowledge on which new learning builds, and knowledge of approaches to formative assessment to design questions to help them learn what students were thinking during class (Auerbach, etc, 2018:2). Teacher as a component major in the world of education is required to be able to balance even beyond the development of scientific knowledge and technology that develop in society. Therefore, teachers must improve their pedagogic competencies. Through the teacher's touch at school

hopefully, able to produce students who have high competence and are ready to face the challenges of life. The task of the teacher as a coach means developing skills and applying them to life for the sake of the future of students (Wahyo, etc, 2020:374).

The profession of a teacher has duty to serve the community in field of education. In this profession a teacher must provide service the optimal and the best in education to the community. In particular, a teacher is required to provide services that professional to a student so that an easy learning goal achieved. A teacher who said professional is a teacher who have the skills and expertise specializing in teaching. So that teachers are able to carry out duties and functions as a teacher with maximum ability (Rachmawati, etc, 2013:1).

In their duties as educators, teachers are always required to be professional so as to create effective learning. Furthermore, it is stated that teachers must have academic qualifications, competencies, educator certificates, physical and spiritual health, and have competence to realize national education goals. (One of the government's efforts to improve teacher professionalism is the certification program. By participating in training education carried out by the government and obtaining a certificate as a professional teacher, it is hoped that certified teachers can carry out learning effectively. but in practice, sometimes there are several things that cause learning activities to be less effective, whether they are carried out by certified or uncertified teachers. In line with this, Tekky Geriasti Pega and others (2017:214) added that Based on the finding and analysis, the researcher made conclusion that certified English teacher didn't have all indicators in his

teaching and learning process. Conversely, non-certified English teacher had all indicators in his teaching and learning process. In other words, non-certified English teacher had good quality than certified English teacher.

Meanwhile Hamalik (1991), quoted by Kunandar (2007: 58) states that there are at least 13 teacher roles in the classroom (in teaching and learning situations), namely: first, the teacher as a teacher conveys knowledge (needs to have the skills to provide information to students). Second, the teacher as a class leader needs to have the skills to lead groups of students. Third, teachers as mentors need to have the skills to direct and encourage student learning activities. Fourth, teachers as environmental regulators need to have the skills to prepare and provide learning tools and materials. Fifth, the teacher as a participant needs to have skills in how to give advice, direct class thinking, and provide explanations. Sixth, teachers as expeditors need to have the skills to investigate community resources that will be used. Seventh, teachers as planners need to have skills in how to choose, mix lesson materials professionally. Eighth, teachers as supervisors need to have skills in supervising children's activities and class involvement. Ninth, teachers as motivators need to have skills to encourage students' learning motivation. Tenth, the teacher as a questioner needs to have the skills to ask questions that stimulate students to think and solve problems. Eleventh, teachers as teachers need skills in how to reward students who excel. Twelfth, teachers as evaluators need to have skills in how to assess students objectively, continuously, and comprehensively. Thirteenth, teachers as consular officers need to have skills in how to help students who have certain difficulties.

In carrying out his role as a teacher, the things the teacher must do are: first, be able to develop a teaching program for a certain period of time on an ongoing basis. Second, make teaching preparations and plan teaching and learning activities for each study material to be taught related to the use of certain methods. Third, prepare teaching aids that can help implement effective teaching and learning activities. Fourth, plan and prepare appropriate learning evaluation tools. Fifth, prepare things related to lessons which are school programs. For example, the program of teaching improvement and teaching enrichment as well as extra-curricular. Sixth, arrange a classroom that is conducive to the teaching and learning process. Seventh, arrange students' seats according to their abilities and physical conditions as well as students' grasp of the lesson.

The role of teachers and other educators is so important in educating and building a generation that is intelligent and has a good soul and character so that the students can later face a better future, despite the various obstacles and challenges faced especially in this time.

This explanation brings the researcher to the opinion that the teaching abilities of certified and non-certified teachers should be investigated. In this case, the certified and non-certified competencies in pedagogical knowledge should be examined to find out significant difference between certified and non-certified competencies in pedagogical knowledge. Finally, to follow up this problem, the researcher is interested to conduct research entitled “The Difference Between Certified and Non-Certified EFL Teachers’ Pedagogical Knowledge in Sidrap Regency”.

B. Research Question

In accordance with the background, the research problem are:

Is there any difference between certified and non-certified competencies in pedagogical knowledge?

C. Objectives of The Research

As the research question, the researcher considers the main purpose of this research is “to describe the difference between certified and non-certified competencies in pedagogical knowledge.”

D. Significance of The Research

By doing this research is expected to provide benefits for the parties concerned, namely:

1. For the ministry of religion that oversees the Madrasah. The results of this study are expected to be taken into consideration for the implementation and or evaluation of the certification program for teachers in government positions.
2. For School. By looking at the results of this study, it is hoped that schools can improve the quality of schools, especially educators by training/recruiting professional educators.
3. For IAIN Parepare. The results of this study can be used as literature/scientific reference to similar research/especially teachers' perceptions of the teacher certification program.

E. Focus of The Research

In this study, the authors make limitations on the scope of the analysis. so that it can be interpreted and understood clearly. The research limits the content of the research to the pedagogical knowledge of certified and non-certified English teachers in Sidrap regency, and limits the location of the research.



CHAPTER II

REVIEW OF RELATED LITERATURE

This part consists of analysis and systematic explanation about the theory of study to build the conceptual framework of this research. It is generally believed that theories lead to problem solving. Some theories about significant difference between certified and non-certified competencies in pedagogical knowledge are supposed to lead the reader to an understanding of the concepts comprehensively.

A. Previous Related Research Findings

There are some related studies about certified and non-certified competencies in pedagogical knowledge that have been conducted by many researchers. Furthermore, some related research findings about this matter in the same and extended field will be presented briefly in the following paragraphs.

Dzur Rif'ah Mahmudah (2013) was compared the English teaching skills between certified and non-certified English teachers and the endeavors are dominantly done by both in developing the English teaching skills. This study employed a Causal comparative design. Study result indicated that there were no significant different English teaching skills between certified and non-certified English teachers. Based on the findings, the researcher deduced that both certified and non-certified English teachers in Bantaeng Regency have no significant

difference in the English teaching skills because of both English teachers have similar endeavors in developing their skills.

Agus Tristiana and friends (2012) conducted Comparative analysis of performance certified and non-certified teacher in the implementation of teaching certificate in SMP 28 Bandar Lampung. This study uses a descriptive method that aims to provide an accurate picture of the material and the observed phenomena. Subject in this study were teachers of SMPN 28 Bandar Lampung both who had certified and uncertified with a sample of 42 people. Collecting data using a questionnaire technique. Research results are analyzed by using the percentage formula and t test. The results of the study show that the performance of teachers who have been certified tends to be better than the performance of uncertified teachers.

Nelly Kristina Silaban (2018) explains in her research with title teacher performance differences that certification and non-certification in state school of Sibolga city. This study aims to determine the differences in the performance of certified and noncertified teachers in Sibolga City Public Middle School. The population of this study were teachers of state junior high schools in the city of Sibolga who were certified as civil servant certification and non-civil servant certification. The research sample was 100 people, the sample was taken using purposive sampling technique. This study uses a psychological scale, namely the teacher performance scale. The analysis technique used is Alpha technique. The results of this study indicate the t coefficient = 0.123 with $p = 0.000$ ($p < 0.050$), meaning that there is no difference in the performance of certification and non-

certified teachers in the Sibolga City Junior High School. With these results, the hypothesis in this study that there is a difference in the performance of certification and non-certified teachers in Sibolga City Public Middle School is not acceptable. Because teachers who are certified and non-certified are equally required to appear professional in carrying out their main tasks of educating, teaching, guiding, directing, training, and evaluating students. So that certification does not affect the performance of teachers who are certified or non-certified. The mean empirical performance of certified teachers is 148.67 while the empirical mean performance of non-certified teachers is 112.37, then the mean hypothetical performance of teachers is 145.

In another study, the focus of this study is Teacher Certification Policy: Evidence from Students' Perception on Certified English Teachers at One Public High School was conducted by Eddy Haryanto and others in 2016. The purpose of this mixed methods study was to examine students' perception towards their certified English teachers in Jambi, Indonesia. The data of this study were collected through questionnaire and focus group discussion. The findings of the study indicated that students gave their positive responses through questionnaire to four teachers' competences consisting of personal, pedagogical, social, and professional competences while the results of focus group discussion exhibited negative responses to personality of the teachers, and professional competences (Haryanto, et al, 2016:224).

In a study conducted by Tekky Geriasti Pega and other in 2017. This study aimed at to find out the differences between certified and non-certified

English teachers in the teaching and learning process. This study employed a qualitative method. Based on the finding and analysis, the researcher made conclusion that certified English teacher didn't have all indicators in his teaching and learning process. Conversely, non-certified English teacher had all indicators in his teaching and learning process. In other words, non-certified English teacher had good quality than certified English teacher (Pega, et al, 2017:214).

Furthermore, a focused on The Difference Between Certified and Non-Certified PE Teachers Performance Based on Range of Service Period was conducted 2020. The purpose of this study was to know The Difference Between Certified and Non-certified PE Teachers Performance Based on Range of Service Period. This research is mix methods research, namely qualitative and quantitative. The conclusions in this study are that classically the results of the percentage of teachers who were certified were 84.44% which was in the Very Good category. Based on data, the overall percentage for teachers who have not been certified 75.97% means that the performance of teachers who have not been certified is good (Wahyo, et al, 2020:373).

In a further study concerned on Certified and Uncertified English Teachers Regarding Their Teaching Readiness was conducted by Gunawan and Syarifuddin in 2020. The present study aimed at to find out (1) the perception of the students and teachers in teaching readiness of certified and uncertified English teacher in Bone Regency, and (2) What are the aspects that make the teaching readiness of certified and uncertified English teacher different in Bone Regency. The method used in this research was descriptive qualitative design. Based on the calculation

showed that the mean score of the students' perception toward Certificated English Teacher Questionnaire (CET) in teaching readiness is 73.46. And the Non-Certificated English Teacher Questionnaire (NCET) is 66.82%. It indicates that the students' had a Good perception of the Certificated English Teacher Questionnaire (CET) in teaching readiness. And students had Good enough perception toward Non-Certificated English Teacher (NCET) in teaching readiness (Gunawan,2020:351).

The previous studies above related with several previous studies such as in the research journal by Meliana, et al, about the effect of teacher certification on pedagogic competence in SMA Negeri 1 Bangunrejo. In this study, there was a significant effect of teacher certification on teacher pedagogic competence.

Then, in a research dissertation by Sulaiman Saat in 2013 about teacher perceptions of certification and its effect on the competence of Islamic religious education teachers. In this research there are several implications such as; a). There is a bad perception of teachers towards certification, and considers that certification is more emphasized on improving teacher welfare, it is necessary straightened out. Therefore, it is suggested to the stakeholders that provide enlightenment for teachers, so that in addition to improving welfare, it is also hoped that the provision of educator certificates can improve the competence of teachers, especially teachers in the field of Islamic Religious Education. b). Teachers' poor perceptions of the implementation of certification, are very valuable input for Educational Personnel Education Institutions (LPTK) teacher certification provider. Therefore, it is hoped that the Institution Education

Personnel Education (LPTK) that administers the certification organizes implementation of certification in the future, so what is expected from the implementation certification, especially those related to improving teacher competence in order to improve the quality of education, can be achieved. c). Implementation of certification that does not provide much added value to the teachers, especially religious teachers in improving their competence, it is recommended to the Education Personnel Education Institution (LPTK) administering the certification pay attention, especially in determining the sources who will provide training, especially on practical materials. d). Related to the many factors that can affect the competence of the teachers, especially teachers in the field of Islamic Religious Education (PAIS), such as training related to learning, maximizing the use of the library school, it is recommended to the stakeholders (Ministry of Education and Culture of the Republic of Indonesia, Ministry of Religion of the Republic of Indonesia, supervisors, principals, and even parents of students, so that provide adequate facilities to improve the competence of teachers, especially religious teachers, who, according to their confession, are rare have the opportunity to receive training related to their duties. e). Islamic Religious Education (PAIS) teachers at schools have quite a lot of experience, it's just that they need continuous assistance to teachers in carrying out their duties without mentoring, teachers find it difficult to find short comings in implementation of learning.

Based on the search for various research results that are relevant to this research, as listed above. However, this study has a different emphasis, which is

only focused on the pedagogic knowledge of certified and uncertified EFL teachers in Sidrap. This research is only to see the difference in the pedagogic knowledge of certified and uncertified teachers.

B. Some Pertinent Ideas to the Topic

a. Pedagogical knowledge

Waini Rasyidin (2014: 33) In the science of education, including pedagogy, the concept of education is pedagogically limited to the intentional (intentional) influence only attempted by adults on human children who are not yet mature, while the influence must be positive-constructive. As a preliminary conclusion, it can be emphasized what the meaning of educating and education is. Education which includes efforts to educate is to guide immature children and adolescents who are less mature so that the child/adolescent reaches maturity according to local cultural situations and conditions. The guidance effort in the alternative approach of Immanuel Kant (Kantian tradition) is carried out by people who are adults or more mature and are aimed at children/adolescents who are not yet mature. It is clear that the Kantian approach is an alternative to the macro-educational approach which centuries earlier had been initiated by Plato (Platonian/non-pedagogical) and his student Aristotle in Classical Greece by applying a philosophical approach to the phenomenon of individual/citizen education (not limited to children). pedagogy according to Brubacher (1962), which is closer to understanding the process and methodology of education in the sense of teaching.

As has been written on the background of pedagogic knowledge is an absolute must for a teacher. This competency is not obtained suddenly through ongoing and systematic learning efforts, both in the pre-service period or future teacher education and during the mandate, supported by the talents, interests, and other potential of each individual teacher. The following material explained by Materi Belajar.co.id (2021):

Benefits of Pedagogic Competence for Teachers

Pedagogical competence can be used as a point of reference, to the point that only someone has successfully carried out tasks in the field of education. This can be used as a guide in order to find out the direction and goals to be achieved. Pedagogical competencies that will help teachers determine their goals and the direction of learning that has been carried out Teachers can avoid or at least reduce errors in practice, because by understanding educational theory, a teacher will know what it is and what can't be done, even if the theory is not a very precise recipe.

Teachers can understand the character, character, nature, psychology of students, physical development and level of thought. By understanding things like that, teachers will easily understand the difficulties of students as well as ease in learning and also developing themselves, so that teachers can help students develop much more easily.

Benefits of Pedagogic Competence from Teacher to Student

Students who feel happy in their learning activities. Teachers must respect the imagination of students, cultivate tolerance, combine an educational nuance

and humor and then develop the talents of students, even if students have weaknesses in one or more subjects. In this way students will have confidence and a sense of value for their outstanding talents or abilities.

Students can satisfy their curiosity. Because the teacher must be able to arouse and manage the curiosity of children in every learning activity. Teachers not only tell stories or explain topics, but also stimulate students' critical thinking skills through questions and tests.

Students have the courage to think and the ability to solve a problem. Therefore, teachers must also be able to use teaching methods that can encourage students to actively think or answer various kinds of knowledge questions complete with reasons.

Indicators of Pedagogic Competence

According to Mulyasa (2007), pedagogic competence is the ability of teachers to manage student learning which at least includes the following:

- a. Understanding insight or educational foundation;
- b. Understanding of students;
- c. Curriculum/syllabus development;
- d. Learning design;
- e. Implementation of educational and dialogical learning;
- f. Utilization of learning technology;
- g. Evaluation of learning outcomes (EHB);
- h. Development of students to actualize various its potential.

It is clear that the pedagogic competence of teachers must have at least the 8 (eight) competencies above. In another sense, being a good teacher must have the above elements. For more details, the following 8 (eight) elements of pedagogic competence are described.

a. Understanding insight or Educational Foundation

Insight or educational foundation is a basic pedagogic competence for teachers. Educational insight is owned by a teacher from formal education with the following conditions determined by the government according to national education standards. Insights about education must always be studied and developed by a teacher so that teachers can always harmonize their experience, knowledge with the development of science and technology. Mastery of science and technology, the development of science and technology must be mastered by teachers as capital in the learning process.

b. Understanding of students

A student is anyone who receives influence from a person or group of people who carry out educational activities. The purpose of the teacher getting to know his students is so that the teacher can help growth and development effectively, determine the material to be given, use appropriate teaching procedures, diagnose learning difficulties experienced by students, and other teacher activities related to individual students. In understanding students, teachers need to pay special attention to the individual differences of students, including:

a) Intelligence level, a person's intelligence consists of several levels, namely: the lowest group is those whose IQ is between 0-50 and is said to be an idiot. The second group is those with an IQ between 50-70, known as the moron group, namely mental limitations. The third group, namely those with an IQ between 70-90 are called slow or stupid children. The middle class is a large part of the group, namely the group with an IQ of 90-110. They can study normally. While those with an IQ of 140 and above are called geniuses, they are able to learn much faster than other groups.

b) Creativity, everyone has differences in creativity both inter and intra individual. People who are able to create something new are called creative people. Creativity is closely related to intelligence and personality. Someone who is creative in general has a fairly high intelligence and likes new things.

c) Physical condition, physical conditions related to vision, hearing, speech, limping (legs), and paralysis due to brain damage. Teachers must provide different services to students who have disabilities as above in order to help their personal development. For example, in terms of the type of media used, helping and adjusting the sitting position and so on.

d) Cognitive development, growth and development can be classified into cognitive, psychological and physical. Growth and development are related to changes in the structure and function of human characteristics. These changes occur in steady progress and are a process maturity. These changes are the result of the interaction of innate potential and the environment.

c. Curriculum/syllabus development

Curriculum development is the ability of a teacher to manage the curriculum or syllabus, namely a curriculum that includes the intent, content, processes, resources and evaluation tools for all planned learning experiences for learners both inside and outside the school and community through classroom teaching and programs. -related programs.

d. Learning design

Learning design is one of the pedagogic competencies that must be possessed by teachers, which will focus on the implementation of learning. Lesson design at least includes three activities, namely:

1) Identification of needs are the gap between what should be with the actual conditions. Needs identification aims to involve and motivate students so that learning activities are felt as part of life and they feel they have it. This can be done by:

a) Students are encouraged to state their learning needs in the form of certain competencies that they want to have and are obtained through learning activities.

b) Students are encouraged to recognize and utilize the environment as a learning resource to meet learning needs.

c) Students are helped to identify and state the possibility of obstacles in an effort to meet learning needs, both from within and from outside

2) Competency Identification

Competence is something that students want to have, and is the main component that must be formulated in learning. Which has an important role and determines the direction of learning. Clear competencies will also provide clear instructions for the material to be studied, determine learning methods and media, as well as provide instructions for assessment, therefore, each competency must be a combination of knowledge, skills, values and attitudes that are reflected in the habits of thinking and acting (thinking skill). The description above implies that the formation of competence involves question intelligence (IQ), emotional intelligence (EI), creativity intelligence (CI), which as a whole must be focused on the formation of spiritual intelligence (SI). Thus, there is a relationship between the tasks that students learn at school and the abilities they have needed by the world of work, and to live in society.

3) Preparation of Learning Programs

The preparation of the learning program will lead to a learning implementation plan (RPP), as a product of a short-term learning program, which includes the components of the learning activity program and the program implementation process. Program components include basic competencies, standard materials, methods and techniques, learning media and resources, study time and other supporting capacities. Thus, the learning implementation plan is essentially a system, consisting of components that are interconnected and interact with each other, and contain the implementation steps, to achieve goals or form competencies.

e. Implementation of educational and dialogical learning;

Teachers must have the competence to carry out educational and dialogical learning. This means that the implementation of learning must depart from a dialogical process between students fellow learning subjects, thus giving birth to critical thinking and communication. Without communication there can be no true education.

Learning is essentially a process of interaction between students, educators and the environment, so that behavior changes for the better. In this interaction, there are many factors that influence it, both internal factors that come from within the individual, as well as external factors that come from the environment. In learning, the main task of the teacher is to condition the environment to support behavior change and the formation of student competencies. Generally, the implementation of learning includes three things: pre-test, process and post-test.

f. Utilization of learning technology

The development of science and technology will greatly affect the development of teaching technology. Currently, teachers must be able to use telecommunications media as a tool to carry out learning and teaching activities. Even the current teaching and learning process does not have to be in the same room but can be with internet telecommunication network media which is often referred to as e-learning media. The use of technology in education and learning (e-learning) is intended to facilitate or streamline learning activities. In this case, teachers are required to have the ability to use and prepare learning materials in a

computer network that can be accessed by students. Therefore, teachers and prospective teachers should be equipped with various competencies related to the use of information and communication technology as a tool learning technology.

g. Evaluation of learning outcomes (EHB)

Evaluation of learning outcomes is carried out to determine changes in behavior and the formation of student competencies, which can be done with class assessments, basic ability tests, final assessments of education units and certification, benchmarking, program assessment fibers. Evaluation is very important to see the development, ability and progress of students. Evaluation can also be used as a basis to see the weaknesses and shortcomings of what has been given.

h. Development of students to actualize their various potentials.

Student development is part of pedagogic competence which is quite important, to actualize the various potentials possessed by each student. Student development can be carried out by teachers in various ways, including through extra-curricular activities (extracurricular), screening and remedial, and counseling guidance.

Based on the description above, in this study the indicators of teacher pedagogic competence were taken from Mulyasa's opinion, which included: understanding of educational insights or foundations, understanding of students, curriculum/syllabus development, learning design, utilization of learning technology, evaluation of learning outcomes, and development of students to actualize their various potentials.

Examples of Pedagogic Competencies

Example 1

- Teachers use teaching aids and audiovisuals in order to increase the motivation of students to learn in achieving the goals of learning.
- Teachers systematically organize learning activities so that they are willing to guide the learning process of students. For example: the teacher adds new information after assessing students' understanding of the previous material.
- Teachers who offer lots of opportunities for students to ask questions, practice and interact with other students.
- Teachers who are able to audiovisual (including ticks) in order to increase motivation for students to learn in achieving the goals of learning. Organize from learning activities that are designed according to class conditions.
- Teachers who manage the class effectively without anyone dominating or busy with their own activities so that all the time participants can be used productively.
- Teachers who carry out various kinds of learning activities with sufficient time so that learning activities are appropriate for the age and level of learning ability and also maintain the attention of students.

Example 2

- The teacher uses the evaluation results as a preparation for learning projects that will be carried out later.

- Teachers use student input and reflect on it to further enhance learning and can demonstrate this through notes, learning journals, lesson plans, supplementary materials and so on.

- The teacher analyzes the results of the assessment in order to identify topics / basic skills that are very difficult so that the strengths and weaknesses of each student are known for corrective and enrichment purposes.

- Teachers carry out assessments with various techniques and types of assessments, apart from formal assessments that have been carried out by the school, and announce the results and implications for students at the level of understanding the material from the lessons that have been and will be studied.

- The teacher prepares an assessment tool that will adjust to the learning objectives in order to achieve certain skills as written in the lesson plan.

From the explanation above, we can see that pedagogic knowledge includes all students' character mastery. because students have a variety of characters in their learning. teachers who have pedagogical knowledge will be able to handle each student's character in their learning so that learning objectives can be achieved.

further explanation of pedagogy according to experts, According to Peter Hudson, the general term pedagogical knowledge is used frequently when referring to the knowledge for teaching (Hudson,2013:3). In line with this, Anna Jo J. Auerbach and Tessa C. Andrews stated that Pedagogical knowledge is the knowledge about teaching and learning that is not topic-specific, such as knowledge of learning theory, classroom management, and student motivation

(Auerbach, et al, 2018:1). Furthermore, Pedagogical knowledge (PK) is the knowledge of pedagogy that is potentially generalizable across topic and even discipline (Auerbach, et al, 2018:1). Despite the growing body of scholarship on pedagogical knowledge, part of the limitations of existing research in teaching to date is the way in which pedagogical knowledge is conceptualized either as a discrete construct with clear-cut boundaries or as a finished product that remains uniform across time, space and social context. This is partly due to outcome-orientated and universal tendencies in conceptualizations of knowledge (Dadvan, et al, 2020:109).

Pedagogical knowledge which is the principles and strategies of class management and cross-curricular organizations. Thamar Voss and others stated that this pedagogic knowledge includes classroom management, knowledge of teaching methods, knowledge of classroom assessment, knowledge of the learning process, and knowledge of individual student characteristics (Voss, et al, 2011:955-956). Moh Zayyadi and others added that therefore, content knowledge and pedagogical knowledge are very important in the process of teaching activities (Zayyadi, et al, 2020:517).

Pedagogical Interaction between Educators and Students

Sadulloh (2010: 143) Pedagogical interaction is an association between children and adults to achieve educational goals, namely independent humans, adult humans. Pedagogical interaction is basically a reciprocal communication between students and educators that is directed towards educational goals. So

pedagogical interaction is an educational association, which leads to educational goals.

1. Education Means Communicating

Educators and students will communicate, in the sense of two-way communication. Communicating means having a reciprocal relationship, as if conversing between the two parties, not just telling stories. There must be a reciprocal relationship between children and educators. The relationship is not only from the father and mother or teacher, but also from the child. In communicating, children should be given the opportunity to express their own opinions, try their own abilities. Educational activities do not mean communicating unilaterally, as if only parents or teachers can/must take the initiative, once again having to communicate reciprocally. In communicative situations, children will develop well into adults and can stand on their own. In communicating between educators and students there are several things that must be considered, such as:

a. Providing Good Situation

b. Following the Rhythm of Children, every child develops in a different way, in its own way, there are children who experience a fast tempo of development, some are slow. This rhythm or tempo cannot be forced any faster.

2. Pedagogical Interaction Terms

Pedagogical interaction will take place if there are several things:

a. Calmness in Students, a pedagogical interaction is only possible if the students have a feeling that they can develop calmly. Calmness as a result of a feeling in the child that he is safe. Safe in the sense that he believes in his educator that the educator will provide him with the necessary assistance.

b. The presence of authority, students feel relatively helpless. It is said to be relative because it is helpless does not mean it is really helpless. Children who are grown up, for example the age of ten years (childhood) can move here and there, can even think about themselves, they are helpless students. He can help himself; he is capable of doing something. So, the relative understanding means helpless compared to the educator.

c. Willingness of Educators to Help Students Pedagogical interaction will occur if on the part of educators there is a willingness or willingness to help students. This requirement is absolutely necessary because without the willingness of educators to help students, the feeling of security in children as mentioned above will not be present, and of course the interaction will be disrupted, and the next result of course the interaction does not work.

d. Pay Attention to Children's Interests, in pedagogical interactions, educators must pay attention to the interests of students, because in students there will be a feeling that the interaction with the educator that is being carried out will be useful for them. This is only possible if the main activity can answer the needs of students in their development. An environment that is in accordance with the developmental needs of students will be accepted with pleasure by children.

3. Pedagogical Interaction in Learning in Schools

a. Characteristics of Pedagogical Interaction in Schools

1). Interaction on the basis of their respective duties and roles. In teaching and learning situations, it is characterized by a role and task relationship, where the teacher-student relationship for the first time is not based on love or affection as in the parent-child relationship. At school, personal relationships arise because of their respective duties or roles. The task and role of the student is to learn, while the task and role of the teacher is to teach.

2) There is a purpose. In teaching and learning interactions always aim to achieve something for the benefit of students. There is no aimless activity in that situation, because basically these situations and interactions are born for the benefit of students.

3) The teacher's willingness to help. In learning interaction, it is characterized by the willingness of the teacher to help students achieve certain intelligence or skills and attitudes.

4) There is a procedure (the course of interaction) that is deliberately planned to achieve a goal.

5) Marked by one material claim. This material is a tool to achieve the objectives of a particular lesson. This material has been prepared (selected) before the teaching-learning interaction takes place.

6) Learning interactions are marked by children's activities.

7) The teacher takes a guiding role. Guiding here can be in the form of turning on the interaction, which is being the driving force of the teaching and

learning process. The teacher becomes a motivator (provider of encouragement), the teacher also explains, and so on. The teacher is the main character in the interaction.

8) In the learning interaction there is a discipline. Discipline is a pattern of behavior that is regulated and obeyed by teachers and students. In this case there is a procedure. If a procedure has been established then all parties involved (teachers, students, administrative employees) must not deviate from it.

9) There is a time limit. To achieve a certain instructional goal in a class system (student group) this time limit is one of the characteristics. Each goal is given a specific time when it should be achieved and so on.

10) Individual teaching and learning interactions. In this type of interaction, children learn individually (individually). This does not mean that self-study is in all respects better than group-study, there are also drawbacks.

11) Group teaching-learning interactions. This type is now widely used. This is because this method is cheaper and faster.

12) Teaching-learning interaction with the teacher team. In the group method, sometimes we deliberately ask a number of teachers to be together at a time to conduct teaching-learning interactions with a group of students. The trick is to divide the tasks between the teachers according to them. Dividing tasks between the teachers according to the part of the material that is the teaching material in the lesson.

b. Educational Aspects

- 1) Moral education.
- 2) Intelligence education.
- 3) social education
- 4) civic education
- 5) beauty education (aesthetics)
- 6) physical education
- 7) religious education
- 8) family welfare education

b. Certification

certificate which means letter description. In the Oxford Advanced Learner's Dictionary of Current English, certificate, means "an official document that may be used to prove the facts is states are true", "an official document proving that you have completed a course of study or passed an exam" (Wehmeier et al, 2006:229), or official documents used for prove a fact that is true. Also means official document as evidence have participated in study activities or passed exams. This understanding indicates that someone who already has a certificate, means he already has documents as proof that he has passed in a learning activity and has the right to obtain certification as confirmation that the person concerned has been deemed capable of carrying out a certain task associated with the certificate it holds. Thus, he has entitled to something as a consequence of the certificate that it has. The certification program is the process

of providing educator certificates to teachers who have met certain requirements that aim to improve the quality of teachers and the welfare of teachers ((Triyanto, 2012).

Sulaiman Saat (2013) on his dissertation write, based on the Technical Instructions for the Implementation of Teacher Certification in Position In 2011 it was stated that teacher certification in office was one of the efforts Improving the quality of teachers is expected to improve the quality of education in educational units' formal education. (Mendiknas, Petunjuk Teknis Pelaksanaan Sertifikasi Guru Dalam Jabatan Tahun 2011, Buku 2 Jakarta, 2011:1)

Further in the Regulation of the Minister of National Education Republic of Indonesia Number 11 of 2011 concerning Certification for Internal Teachers The position in article 1 item (1) states that teacher certification in the position of hereinafter referred to as certification is the process of granting educator certificates to teachers who serve as classroom teachers, subject teachers, guidance teachers and counseling, and teachers who are appointed to the position of supervisor of the education unit (Menteri Pendidikan Nasional Republik Indonesia, Peraturan Menteri Pendidikan Nasional Republic Indonesia Nomor 11 tahun 2011 tentang Sertifikasi Bagi Guru dalam Jabatan).

The fulfillment of the conditions that have been determined, then in article 16 paragraph (1) it is stated that the government provides professional allowances to teachers who have have an educator certificate appointed by the education provider and/or educational unit organized by the community. Paragraph (2) reads the professional allowance as referred to in paragraph (1) is

given equal to 1 (one) time the basic salary of the teacher appointed by the relevant education unit organized by the government and local governments at the level, tenure, and the same qualification (UU RI No. 14 TH. 2005), 2006:9-10)

In the description above, it is clear that certification as a process to obtain educator certificates for teachers and lecturers, requires various requirements, namely academic requirements (qualifications), in the form of certain level of education, physically and mentally healthy, and have responsibilities and the ability to realize the goals of national education, have competencies which include professional, pedagogic, personality, and social competence, which is a requirement for obtaining a certificate educators as formal recognition for a teacher.

c. Certified Teacher

Kunandar (2007 : 79) Teacher certification aims to (1) determine the feasibility of teachers in carrying out their duties as learning agents and realizing national education goals; (2) improving the process and quality of educational outcomes; and (3) improvement of teacher professionalism. Meanwhile, the benefits of teacher certification are: (1) protecting the teaching profession from incompetent practices, which can damage the image of the teaching profession; (2) protect the public from unqualified and unprofessional educational practices; and (3) protect the education personnel education institution (LPTK) from internal and external desires that deviate from the applicable provisions. Certification for teacher is expected to develop quality of education in formal Education. In

developing teacher quality, the things can be forgotten are academic qualification and competencies (Wiranto, 2021:16).

Teacher certification is an effort to improve teacher quality (Harjantoa et al., 2017:630). Teacher professionalism is measured based on the competency approach, meaning: a professional teacher must possess and master pedagogical competencies, personality competencies, social competencies and professional competencies. The focus is more on the low professionalism of teachers in the learning process, which leads to a decline in the quality of education. Teacher performance is seen as part of teacher competence related to professional competence, pedagogical competence, social competence and personal competence. If teacher competency is low, teacher performance will also below (Arifin, 2013).

From the explanation above we can conclude that the purpose of teacher certification is to improve performance and ability in the teaching and learning process. And teacher certification itself has good benefits in protecting the teaching profession from inappropriate or incompetent practices.

Educator certificates are awarded to teachers who have met the requirements. Educator certification is held by tertiary institutions that have education personnel procurement programs that are accredited and determined by the government. Educator certification is carried out in an objective, transparent, accountable and fair manner. Further provisions regarding educator certification shall be regulated by a Government Regulation. Everyone who has obtained an educator certificate has the same opportunity to be appointed as a teacher in a

particular education unit. Kunandar (2007: 80) The government and local governments are required to provide budgets for improving academic qualifications and teacher certification for teachers in positions appointed by education units organized by the central government, regional governments, and the wider community. Further provisions regarding the budget for increasing academic qualifications and teacher certification are regulated by a Government Regulation (Law No. 14 of 2005 concerning Teachers and Lecturers).

Teacher professional certification is a process to provide certificates to teachers who have met qualification standards and competency standards. Certification is carried out by tertiary institutions providing education personnel that are accredited and determined by the government. Teacher professional certification activities include improving qualifications and competency testing. Competency testing is carried out through written tests to test professional and pedagogic competencies and performance assessments to test social and personality competencies. Teacher certification as an effort to improve the quality of teachers is accompanied by an increase in teacher welfare so that it is expected to improve the quality of learning and the quality of education in Indonesia in a sustainable manner. The form of improving teacher welfare is in the form of a professional allowance equal to one time the basic salary for teachers who have educator certification.

Teacher certification is a joint activity between the Directorate General of PMPTK/Provincial/Regency/City Education Offices as teacher managers and the Directorate General of Higher Education/Universities as certification providers.

As teacher managers, the District/City Provincial Education Office and the Education Quality Assurance Institute (LPMP) as the ranks of the Directorate General of PMPTK are tasked with preparing teachers to be ready to take certification, including arranging the order, if the participants exceed the specified capacity. Several considerations were used to compile the list of candidates for teacher certification, including: (1) mastery of competence; (2) achievements achieved, for example exemplary teachers, outstanding teachers, and so on; (3) rank order list; (4) working period; and (5) age. Teachers who pass the certification will be given educator certification and are entitled to a professional allowance of one salary, while those who do not pass are advised to attend training or coaching through LPMP, MGMP/KKG or other institutions, to be better prepared to take the next retest.

Teacher certification is designed for teachers in service and those already having the under-graduate degree (Strata 1) or Diploma IV certificate. Under the teacher certification program, those who considered fulfilling the standard of competency consisting of personal, pedagogical, social, and professional competences are given certificates and professional salaries, incentives, and the chance for career promotion. While those who are not qualified will get any chance to complete their opportunity to attend the training course and take a competence examination (Nurhattati, et al, 2020:1720).

The debates regarding the contributions of teacher certification in terms of personal, pedagogical, social, and professional competences to student achievement will keep continuing as the teacher certification program policy is

expected to improve teachers' competence and quality of teaching which finally contributes to student achievement in Indonesia (Haryanto, et al, 2016:227). Based on a study by Suharmoko and Agus Yudiawan, the results of the analysis of teachers who are in the excellent category arise because of the influence of the provision of professional certificate programs. Tested teacher competencies and improved welfare can be implemented in better jobs. The certification program can motivate teachers to continue to compete in showing optimal work results (Suharmoko,et al, 2021:18). In addition, Prita Nurmalia Kusumawardhani said that as certified teachers must have at minimum a bachelor degree and have to pass the overall certification process which may mean a higher human capital, students exposed to certified teachers thus potentially have better achievements. Further, given a historically low salary of Indonesian teachers, a decent fixed salary may allow teachers to deliver better performance, partly because a higher job satisfaction induced by an improved living condition may motivate teachers to do a better job, and partly because teachers may be able to focus more on their main tasks without the urge to involve inside jobs. On the negative side, at least in the short run, time spent on following certification process may harm student learning because teachers have less time allocated to teaching related activities. The higher remuneration is also received regardless of performance (Prita Nurmalia Kusumawardhani, 2017:591).

Certification program principally aims to determine a teacher's eligibility in performing his or her teaching duties, enhancing the learning process and quality of its outcomes, and achieving national education goals. As for the

teachers, certification not only increases their respectability and professionalism by revamping their welfare and working conditions, but also protects their profession from incompetent practices tarnishing its reputation (Zulfikar, 2021:60). According to Joao Vasco Coelho that certification programs success largely depends of self-paced learning efforts, a potentially conflictive context where learning activities can be seen by applicants as a result of personal investment, and not as a result of a corporate learning policy (Joao Vasco Coelho,2009:13).

Thomas J. Kane stated that on average, the initial certification status of a teacher has small impacts on student test performance. However, among those with the same experience and certification status, there are large and persistent differences in teacher effectiveness (Kane, et al,2008:615). On the other hand, opponents of teacher education and certification have argued that teacher effectiveness may be as much a function of general academic ability or strong subject matter knowledge as it is related to any specialized training in how to teach (Hammond, et al, 2005:1). Enhancing teacher competency is one of the factors that needs to be considered to improve the quality of education. As the effort to improve teacher competence, the government has certified and implemented teacher competency training since 2006 and the increase in teacher pedagogical competence is strongly influenced by the certification program (Ganendra, 1967:111). on the other research by Roslina and friends based on the findings that teacher certification is not a guarantee of teacher quality in teaching and learning process. They give suggestions that can be delivered; government or

management teacher certification program is expected to control the performance and quality of the teachers who have participated in the program, so that what they get balanced with what they have developed in the field of profession and teachers' play an important role in educating the nation, therefore expected for the teachers who are certified in order to always improve their better quality as an agent of change. Also, for non-certified teachers, always keep the quality in the teaching and learning process and improve the ability in the field of profession (in education world) (Rosalina, et al, 2017:222).

In teacher certification itself, the conditions of getting certification for civil servant and non-civil servant are different. The conditions that should be fulfill. Those are:

a) The condition of getting Teacher Certification by civil servant:

- 1) Criteria for obtaining the first teacher certification allowance is that the teacher is a regional civil servant who supervises the education unit under the auspices of the Ministry of Education and Culture.
- 2) Teachers of Regional Civil Servants who work on educational units under the auspices of the Ministry of Education and Culture, except for religious education teachers.
- 3) The teacher has one or more teaching staff certificates, which are accompanied by a Teacher Registration Number. The Teacher Registration Number is issued directly by the Ministry of Education and Culture and each teacher only has one Teacher Registration Number even though the teacher has more than one teacher certificate.

- 4) Work for education units in accordance with Government Regulation Number 74 Year 2008, article 17 relating to teachers starting from the 2016/2017 school year.
 - 5) Have a Professional Allowance Decree issued directly by the Ministry of Education and Culture.
 - 6) The burden of duties and work of teachers and their fulfillment will be determined in accordance with the curriculum in force in the study group at school.
 - 7) Teachers who get additional tasks, then the fulfillment of workload to a minimum face to face and additional tasks will be carried out at the base administrative unit.
 - 8) Teachers have a workload of at least 24 hours face-to-face and a maximum of 40 hours face-to-face within a period of 1 week for each subject taught based on their educator certificates.
- b) The Condition of getting Teacher Certification by non-civil Servant:
- 1) Teachers not civil servants work in education units implemented by local governments, communities and governments as evidenced by the Decree of the education provider.
 - 2) Teachers who are not civil servants have tenure as educators for at least 6 years continuously continuing to work and working in education units under the auspices of the local government, central government and the community.
 - 3) Non-civil servant teachers fulfill their obligations to teach at least

24 hours face-to-face every week. This is evidenced by the Certificate of Distribution of Teaching Tasks issued by the Head of the Education Unit under the auspices of the Government, regional governments, and the community.

4) If the teacher gets an additional assignment as the head of the laboratory, the head of the library and so on, the teacher must teach a minimum of 12 hours face to face each week.

5) For teachers who have the duty to become counseling guidance teachers, they must be able to support at least 150 students in one or more education units.

6) The teacher has a unique number of educators and educational staff.

7) The teacher in question does not have an educator certificate.

8) Have an active savings account number in the name of the teacher who receives the Functional Allowance Subsidy.

In addition to knowing the criteria and conditions for obtaining teacher certification allowances, the teaching staff also needs to carry out equivalent activities so that the allowance is still provided. These activities include developing extracurricular activities in schools, teaching subjects with professionals, implementing remedial teaching or learning improvement, and so forth (Wiranto, 2021:20-22).

Rated as a signal of quality, teacher certification has been investigated at various levels, including full standard certification, emergency certification, advanced or National Board Certification, and subject-area certification. Level of

teacher certification effectiveness varied in accordance with the difference of perspective, paradigm, or point of view used to evaluate it (Nurhattati, et al, 2020:1722). Teacher certification program still has substantial potency to develop the students' learning output in Indonesia. There could be longer list of rooms for improvement when all stakeholders and experts can think again and improve the certification programs. There could be even more options when we learn more about what other countries are doing in their attempt to improve the quality of education process and at the same time improving the living conditions of teachers (Ramli,2014:232).

The certification, as formally stated in the law that governs it, has the objective to increase the quality of education. One elemental part of the program is improving the remuneration of certified teachers as an incentive. In fact, the largest cost will be the professional allowance or about 91 percent of total certification related cost (Mohamad Fahmi, et al, 2011:16). Indonesian Law Number 14-year 2005 about Teachers and Lecturers has led to raise the issue of teachers' certification to become the most attentive one in the world of education in Indonesia. It is understandable since it becomes a new phenomenon which involves teacher's fate and future. The law further informs teachers misunderstanding of certification, in which teachers thought that those who have bachelor degrees in education (S1) automatically hold the certificates. Some others say that the certificates can only be gained after someone has joined special training conducted by an institute of education appointed by government. Besides

holding the bachelor degree in education (S1) or Diploma IV, a teacher should master teaching competences (Depdiknas, Book 2, 2009:1).



CHAPTER III

RESEARCH METHOD

This part consists of the guideline to reach the objectives of this research. It provides readers information about design of the research, Location and Duration of the Research, subject of the research, instrument of the research, procedures of data collection and technique of data analysis as well.

A. Design of the Research

This type of research is a quantitative research approach quantitative methods that aim to detect the extent to which variations in one or more other factors. In this case it is the difference in knowledge pedagogy of certified and uncertified teachers. Based on the title raised and the existing problems. Writer using survey method with linear regression analysis technique. information is collected from respondents using a questionnaire. Generally, the meaning of survey is limited to research the data is collected from a sample of the population to represent the entire population.

The research approach used is quantitative, like: research based on numerical or statistical considerations of a variable to be studied separately later connected. In this study, the author wants to dig up information about differences in knowledge pedagogy of certified and uncertified teachers. The type of research used in this research is research quantitative. Quantitative research method is one type of research whose specifications are systematic, well-planned and clearly structured from inception to the creation of the research design. Research method

quantitative, as stated by Sugiyono (2011: 8): "Research methods based on the philosophy of positivism, are used" to research on a particular population or sample, data collection using research instruments, data analysis is quantitative/statistical, with the aim of testing the established hypothesis.

B. Subject of The Research

This research will be conducted in Sidrap Regency, South Sulawesi. The subjects of this research EFL teachers. There are 40 teachers involved as participants in this research and divide into 2 groups they are 20 certified and 20 non certified teachers. The following is a table containing the EFL teacher data used as a research sample

Table 1

| No. | Name of school | Certification status | | Amount of the EFL teacher |
|-----|--------------------------|----------------------|-------------------|---------------------------|
| | | certification | Non certification | |
| 1. | MA As Salman Allakuang | 1 | 2 | 3 |
| 2. | MTsN 2 Sidenreng Rappang | 1 | 3 | 4 |
| 3. | MTs PP NU Al Anshar | - | 1 | 1 |
| 4. | MTsS PP As Salman | 1 | 3 | 4 |
| 5. | MTsS DDI Ma'had | 1 | 3 | 4 |

| | | | | |
|--------|---------------------|----|----|----|
| 6. | MTsS PP Al Irsyad | 1 | 1 | 2 |
| 7. | MA YMPI Rappang | 2 | 1 | 3 |
| 8. | MA PP NU Al Anshar | 1 | - | 1 |
| 9. | MA DDI Al Mujahidin | 1 | - | 1 |
| 10. | MTsS Nurul Haq | 2 | 1 | 3 |
| 11. | SMP N 1Wt. Pulu | 3 | - | 3 |
| 13. | MTsS Al Ikhlas | - | 1 | 1 |
| 14. | SMP N 3 Sidrap | 3 | 1 | 4 |
| 15. | MTsS Al Barkah | 1 | 1 | 2 |
| 16. | MTsS DDI Kalosi | - | 2 | 2 |
| 17. | SMPN 6 Pangkajene | 2 | - | 2 |
| Amount | | 20 | 20 | 40 |

C. Research Instrument

In data collection, researchers used questions related to pedagogical knowledge consisting of 25 questions. As for the instruments that researchers use is as follows:

- a) Questions are related to pedagogical knowledge
- b) Documentation

From the above instruments, the main and principal instruments are presented is a question related to pedagogic knowledge, while the other research

instruments are complementary to strengthen and support the data obtained through main instrument.

D. Procedure of Collecting Data

The data collection method is the method used to collect the data obtained and in accordance with the research objectives. The method used by the author is as follows:

- a) Observation, The use of observation techniques in this study is intended to obtain data about some of the objective conditions of the research like; conditions, geographical location, buildings, facilities and infrastructure. In this study, researchers used the unstructured observation method, that is, not using a previously prepared guide.
- b) The test as a data collection instrument is a series of questions or exercises used to measure the knowledge, intelligence, abilities or talents possessed by individuals or groups. In general, the test is defined as a tool used to measure knowledge or mastery of the measuring object against a certain set of content or material. (Sedarmayanti, 2011:88) Test is one method to measure individual performance level. Utilization of this method is more efficient and simpler especially when used to measure employee performance in large numbers. In terms of time, the test can be done in a few hours, but to get an accurate measurement, a series of questions contained in the test need to be designed so that the aspects of performance that you want to measure can be measured accurately. Thorough. Success in extracting performance data with using this

test is determined by the ability to design questions, because questions become a connecting medium between the party asking the question and the party being asked. The scope of the question completely depends on how much the performance aspect needs to be explored, because the more performance information needed, the more questions that must be asked. Overall technique in Data collection can be carried out simultaneously so that the coverage of the data obtained can be more complete and can cover the weaknesses of one method, because it can be balanced by the advantages of other methods.

If the research data to be collected is in the form of learning achievement, how to obtain it can be done through tests. The test technique is a way of collecting research data by conducting tests on a number of research objects. The test is usually in the form of a number of questions or questions that require answers. In contrast to interview or questionnaire techniques, answers to questions or questions in a set of tests can usually be classified as right or wrong answers. For example: learning achievement tests, academic potential tests, intelligence tests, and so on. Triyono (2017: 174) Broadly speaking, the steps for preparing the test are (a) determining the purpose of the test, (b) determining the test material, (c) determining the aspect and level of ability being tested, (d) determining the number of questions and the length of time working on it. , (e) choosing the type of test and the format of the test, (f) determining the level of difficulty and assessment guidelines, (e) preparing test grids, (h) writing questions, and (i) calibrating questions.

E. Technique of Data Analysis

The data analysis used in this research is statistical analysis, because statistical analysis can strengthen a research conclusion (generalization). As for the considerations using the statistical analysis method according to Hadi (2004) are:

a) Statistics work with numbers. These numbers can show the amount or frequency of value or price.

b) Statistics work objectively, meaning that statistics are tools for assessing reality who cannot speak other than what is.

c) Statistics are universal meaning they can be used in almost anything study.

The data analysis technique in this study is to use Independent Sample T-Test. Independent Sample T-Test is a comparative test or different test to find out whether there is a significant difference in the mean or mean between the two independent groups on an interval or ratio scale. The two free groups that what is meant here are two groups that are not paired, meaning that the source The data comes from two different subjects. Data testing is done using the help of SPSS for windows version 21.0.

F. Item Validity

The validity of the test item set can be known from the question grid, while the reliability of the new questions it can be known its stability after the test device is tested. Analysis of test items is important for educators to do because it

will be useful for (a) find out whether the test items that have been prepared are functioning as intended by the test compiler, (b) as feedback for students to find out their abilities them in mastering a material, (c) teacher feedback to find out difficulties experienced by students in understanding a material, (d) a reference for revising test items, and e) improve the ability of educators in compiling measuring instruments. A test is said to be valid (valid) if the test can measure what it should be measured it. This is done through trials, because the principle of instrument testing is carried out to obtain empirical information about the extent to which the assessment instrument can measure what it is intended to measure. Example: to measure the level of participation of students in the learning process, then it is not measured by the value or achievement obtained when participating in the examination, will be would be more appropriate if measured by (a) the level of attendance, (b) the concentration of attention lessons, and always answer questions asked by the teacher.

Thus, the value obtained at the time of the exam does not describe participation students as to be measured. Or in other words, the test used to measuring learning achievement is not appropriate (invalid) if it is used to measure the level of student participation in the learning process.

G. Data Validity

A reliable test means a test that can be trusted. a test is said to be trustworthy (reliable) if it can give constant (consistent) results when tested repeatedly. There are three types of reliability, namely internal consistency,

stability, and equivalence. Reliability Internal consistency can be found by giving tests to students later analyzed. Stability reliability can be found by giving the same test twice on the same group after a period of time was then analyzed. Equivalent reliability can be searched by means of two tests with different test instruments in the same group and on at the same time then analyzed. Some of the techniques that are widely used to calculate reliability are the split half technique of Spearman Brown, KR-20, KR-21, and Alpha Cronbach.

Interpretation of the reliability score of an instrument is based on the magnitude of the coefficient reliability. In the opinion of Mcrens Lchman (1984) a test is said to be good if it has reliability coefficient above 0.65. According to other expert opinions, the test is said to be good if the coefficient reliability is above 0.70 (Kaplan & Sacquso, 1982). For tests, the results of studying will be better if the minimum reliability coefficient is 0.70. The following will present the formula KR20 and Alpha Cronbach for the calculation of the reliability of a test device.

1. Kuder Richardson - 20 (KR-20)

$$r_{11} = \frac{k}{(k-1)} \left[\frac{\sigma_t^2 - \sum pq}{\sigma_t^2} \right]$$

Description:

r^{11} = reliability coefficient

K = number of grains

p = the proportion of amount who answered correctly on the item

$q = 1 - P$

σ_t^2 = Total score variance

Calculation of the reliability coefficient using the Kuder-Richardson formula is more suitable for instruments with items that are completely homogeneous. When the details is not homogeneous, the results of the reliability estimate tend to be smaller than real reliability.

2. Alpha Cronbach

$$\frac{k \sum \sigma_i^2 r_{11}}{(k-1) \sigma_t^2} = [1 -]$$

Description:

r^{11} = reliability coefficient

K = number of grains

$\sum \sigma_i^2$ = mean total score

σ_t^2 = Total score variance

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents the findings and discussions about the different of certified and non certified teachers' pedagogical knowledge in Sidrap regency.

A. Findings

The value of the results obtained after giving the test questions is different for each respondent. Each test has the same duration, which is 120 minutes with a total of 45 questions. This research was conducted in 16 different schools located in Sidrap district namely, MA As Salman Allakuang, MTsN 2 Sidenreng Rappang, MTs PP NU Al Anshar Bacubacue, MTsS PP DDI As Salman, MTs DDI Ma'had, MTs PP Al Irsyad Kanie, MA YMPI Rappang, MA PP NU Al Anshar, MA DDI Al Mujahidin, MTsS Nurul Haq, SMPN 1 Watang Pulu, MTsS Al Ikhlas, SMPN 3 Sidrap, MTsS Al Barkah Teteaji, MTsS DDI Kalosi, SMPN 6 Pangkajene. In this study, researchers made certified and uncertified English teachers as subjects. The sampling technique in this study uses saturated sampling, which is a sampling technique when all members of the population are used as samples. After giving the test questions, the number of correct answers from 40 respondents consisting of 2 groups, namely 20 certified groups and 20 uncertified groups, then tested for comparison using SPSS for Windows Version 21.0. based on the results of the analysis obtained a significance value of 0.034.

The findings are the results of data analysis obtained from the given test, the findings of the hypothesis in this study are H_0 is rejected and H_1 is accepted. The data collection technique in this study used a test by giving test questions about pedagogic knowledge. This technique is data collection which is done by giving a set of written questions to participants for answer it. Data collection is carried out on data sources, namely certified and uncertified English subject teachers. The data in this study are descriptive quantitative data. For data quantitative analysis used descriptive statistics with percentages scale. The measurement instrument in this study used a Likert scale, with the score ranges from 1 to 45 because the number of questions consists of 45 questions, each question is worth 1 if answered correctly and 0 if answered incorrectly, so that the value for certified English teachers is obtained, namely a maximum value of 43, a minimum score of 37 on average. mean 38.08, median 34.25 and mode 32.73. While for English teachers who have not been certified from the data obtained, namely; maximum value 40, minimum value 25, mean value 32.48, median value 36.23, and mode value 36.06. The data can be seen in the following table.

| No. | Categories | Certification | | Non-Certificataion | |
|-----|------------|---------------|----------------|--------------------|----------------|
| | | score | classification | score | classification |
| 1 | maximum | 43 | Very Good | 40 | Very Good |
| 2 | minimum | 37 | Good | 25 | Fair |
| 3 | mean | 38.08 | Good | 32.48 | Fair |
| 4 | median | 34.25 | Good | 32.23 | Fair |

| | | | | | |
|---|------|-------|------|-------|------|
| 5 | mode | 32.73 | Good | 32.06 | Fair |
|---|------|-------|------|-------|------|

Tabel 4.1

Based on the table above, we can see that there are differences in the pedagogic knowledge of certified and uncertified English teachers in Sidrap Regency. The pedagogic knowledge of certified English teachers shows a higher score than the scores obtained by uncertified English teachers. The difference can also be shown in the following percentage table.

| No. | classification | Certification | | Non-Certificataion | |
|-----|----------------|---------------|-----|--------------------|-----|
| | | frequencies | % | frequencies | % |
| 1 | Very Good | 11 | 44% | 1 | 4% |
| 2 | good | 14 | 56% | 8 | 32% |
| 3 | Fair | - | - | 13 | 52% |
| 4 | Poor | - | - | 2 | 8% |
| 5 | Very Poor | - | - | 1 | 4% |

Tabel 4.2

In the table above, we can see that there are differences in the pedagogic knowledge of certified and uncertified English teachers from the number of frequency categories the answers have a significant difference. The percentage of answers on the classification of poor and very poor for certified English teachers is zero because the frequency is also zero. Meanwhile, in the group of English teachers who have not been certified, there are some who are classified as poor and very poor, even though they are few.

Meanwhile, in the very good classification, the certified English teacher group has a frequency of 11 and a percentage of 44%, while the uncertified group of English teachers has a frequency of 1 and a percentage of 4%. In the good classification, the certified English teacher group has a frequency of 14 and a percentage of 56%, while the uncertified group of English teachers has a frequency of 8 with a percentage of 32%. In the Fair classification, the certified group of English teachers has no frequency, while the uncertified group of English teachers has a frequency of 13 with a percentage of 52%.

To find out the difference in the pedagogic knowledge of certified and uncertified English teachers, we can test it on a t-test, but first we display the results of the calculation of the data that has been obtained.

1. Pedagogical Knowledge of Certified Teacher

First we determine the value range. (Sugiyono, 2002:48) The range of data can be determined by reducing the largest data with the smallest data in the group. the formula is as follows.

$$R = X_t - X_r$$

Description

- R = Range
- X_t = Largest data in the group
- X_r = smallest data in the group

It is known from the data that has been collected that the largest data is 43 and the smallest data is 37, so the vulnerable data used is 7.

| No. | Value Range | Categories | Frequency | Percentage |
|-----|-------------|------------|-----------|------------|
| 1. | 39 – 45 | Very Good | 11 | 44% |
| 2. | 32 – 38 | Good | 14 | 56% |
| 3. | 25 – 31 | Fair | - | - |
| 4. | 18 – 24 | Poor | - | - |
| 5. | 11 – 17 | Very poor | - | - |

Table 4.3

1.1 Mean

The mean is the average value obtained from the sum of all the values for each data, then divided by the number of existing data. Add up the numbers in the frequency column symbolized by Σfi . so, the numbers in the frequency column are added up from top to bottom, which is 25.

Then the next column is added, namely the column for the middle value symbolized by xi , the way to get the middle value is by adding up the numbers in the vulnerable column then dividing by 2 in the vulnerable column the first-row value contains the numbers 39-45, so we add up the numbers (39+45) become 84 and then divide by 2 to 42. So the number written in the first row xi column is 42. Then in the next row with the same process.

The next column is the multiplication value between the numbers in column fi and the numbers in column xi . In the first row the frequency column (fi) is 7 and in the average column (xi) is 42, so 7 times 42 is 294. For the next row using the same process as shown in the following table.

| | Value Range | Frequency | xi | xi.fi |
|----|-------------|------------------|----|----------------------|
| 1. | 39 – 45 | 11 | 42 | 462 |
| 2. | 32 – 38 | 14 | 35 | 490 |
| 3. | 25 – 31 | - | 28 | 0 |
| 4. | 18 – 24 | - | 21 | 0 |
| 5. | 11 – 17 | - | 14 | 0 |
| | | $\Sigma fi = 25$ | | $\Sigma fi.xi = 952$ |

Table 4.4

$$\bar{x} = \frac{\Sigma fi.xi}{\Sigma fi} = \frac{952}{25} = 38.08$$

Description:

- \bar{x} : Mean Value
- Σfi : Cumulative Frequency value
- $\Sigma fi.xi$: The cumulative value of the multiplication of the frequency

value with the average value.

Based on the results of the above formula, the mean value for the certified teacher group is 38.08.

1.2 Median

The median is the middle value of the data set that has been sorted, if the amount of data is odd then the median value is one value in the middle of the sequence, but if the amount of data is even then the median is the result of the sum of the two values in the middle of the data sequence, then the result is divided by two.

Using the same data. First, the frequency values are added together. in the calculation of the median the number of frequency values is symbolized by n . the number of frequencies is 25. then a column is added for the cumulative frequency value symbolized by fk . how to get the cumulative frequency value is the value contained in the first row of the frequency column is copied to the first row fk column then in the second row the fk column is filled with the value derived from the sum of the second-row frequency column with the first row fk column and so on. If the number in the last row of the fk column matches the total number in the frequency column, then the calculation is correct. As shown in the following table.

| No. | Value Range | Frequency | fk |
|-----|-------------|-----------|----|
| 1. | 39-45 | 11 | 11 |
| 2. | 32-38 | 14 | 25 |
| 3. | 25-31 | - | 25 |
| 4. | 18-24 | - | 25 |
| 5. | 11-17 | - | 25 |

Table 4.5

Before discussing the numbers that have been obtained, we first determine the median class by using the following formula.

$$Me = \frac{n}{2} = \frac{25}{2} = 12.5$$

Description:

- Me: Median Class
- n : Number of frequencies

The median class obtained is 12.5

Median formula

$$Md = tb + \frac{\frac{n}{2} - fk}{fm} \cdot p$$

Description:

- Md: Median
- tb: The first value in the range of values that are in the median class row
- n: Number of frequencies
- ft: Frequency value before median class
- p: Range of value
- fm : frequency value in the median class

$$M_d = \frac{31.5 + \frac{25}{14} \cdot 1}{2} = \frac{31.5 + 1.7857}{2} = \frac{33.2857}{2} = 16.64285$$

$$M_d = 31.5 + \frac{1.5}{14} \cdot 7$$

$$M_d = 31.5 + \frac{10.5}{14} = 31.5 + 0.75 = 32.25$$

Based on the results of the above formula, the Median value for the certified teacher group is 32.25.

1.3 Mode

The mode is the data or value that appears frequently or has the highest number of frequencies. Mode is a group explanation technique based on values that often appear in the group. To calculate the mode of data that has been arranged into a group frequency distribution, you can use the following formula:

$$Mo = tb + \left(\frac{d_1}{d_1 + d_2} \right) \cdot P$$

Description:

- Mo: Mode
- tb: The first number in the Mode class is subtracted by 0.5
- d₁: The value in the highest frequency column is reduced by the frequency value above it (before).
- d₂: the value in the highest frequency column is reduced by the frequency value below it (after).
- P: Range of value

Note the highest frequency. because the value of the mode lies in the number of the highest frequency. so the mode class number is located on the green line.

| No. | Value Range | Frequency |
|-----|-------------|-----------|
| 1. | 39 – 45 | 11 |
| 2. | 32 – 38 | 14 |
| 3. | 25 – 31 | - |
| 4. | 18 – 24 | - |
| 5. | 11 – 17 | - |

Tabel 4.6

$$Mo = 31.5 + \left(\frac{3}{3+14} \right) \cdot 7 \quad \rightarrow \quad Mo = 31.5 + \left(\frac{3}{17} \right) \cdot 7$$

$$Mo = 31.5 + \frac{21}{17}$$

$$Mo = 31.5 + 1.23 = 32.73$$

Based on the results of the above formula, the Mode value for the certified teacher group is 32.73.

After the Mean, Median and Mode values are obtained, we can conclude in the following table:

| No. | Categories | Scores | Classification |
|-----|------------|--------|----------------|
| 1. | Maximum | 43 | Very Good |
| 2. | Minimum | 37 | Good |
| 3. | Mean | 38.08 | Good |
| 4. | Median | 34.25 | Good |
| 5. | Mode | 32.73 | Good |

Table 4.7

The maximum value is 45 where the total number of questions is 45 questions and each question is worth 1, wrong answers are worth zero. the minimum value is the lowest value of the range value. 11 participants who answered in the range of 39-45 and included in the very good category. 14 participants who answered the range of 32-38 and included in the good category. There is no participant who answered on the range of numbers 25-31 were included in the fair category. while those who answer below the value of 24 are included in the poor category, zero participants.

2. Pedagogical Knowledge of Non-Certified Teacher

For the group of uncertified English teachers we use the same range of values same with the group of certified teachers that is 7.

| No. | Value Range | Categories | Frequency | Percentage |
|-----|-------------|------------|-----------|------------|
| 1. | 39 – 45 | Very Good | 1 | 4% |
| 2. | 32 – 38 | Good | 8 | 32% |
| 3. | 25 – 31 | Fair | 13 | 52% |
| 4. | 18 – 24 | Poor | 2 | 8% |
| 5. | 11 – 17 | Very poor | 1 | 4% |

Table 4.8

2.1 Mean

The mean is the average value obtained from the sum of all the values for each data, then divided by the number of existing data. Add up the numbers in the frequency column symbolized by Σfi . so, the numbers in the frequency

column are added up from top to bottom, which is 25. Then the next column is added, the column for the middle value symbolized by x_i , the way to get the middle value is by adding up the numbers in the vulnerable column then dividing by 2.

In the vulnerable column the first row value contains the numbers 39-45, so we add up the numbers (39+45) to 84 and then divide by 2 to 42. So the number written in the first row x_i column is 42. Then in the next row with the same process. Then the next column is the multiplication value between the numbers in column f_i and the numbers in column x_i , as shown in the following table.

| No. | Value Range | Frequency | x_i | $x_i.f_i$ |
|-----|-------------|-------------------|-------|------------------------|
| 1. | 39 – 45 | 1 | 42 | 42 |
| 2. | 32 – 38 | 8 | 35 | 280 |
| 3. | 25 – 31 | 13 | 28 | 364 |
| 4. | 18 – 24 | 2 | 21 | 42 |
| 5. | 11 – 17 | 1 | 14 | 14 |
| | | $\Sigma f_i = 25$ | | $\Sigma f_i.x_i = 742$ |

Table 4.9

$$\bar{x} = \frac{\Sigma f_i.x_i}{\Sigma f_i} \rightarrow \frac{742}{25} = 29.68$$

Description:

- \bar{x} : Mean Value
- Σf_i : Cumulative Frequency value
- $\Sigma f_i \cdot x_i$: The cumulative value of the multiplication of the frequency value with the average value.

Based on the results of the above formula, the mean value for the certified teacher group is 29.68.

2.2 Median

The median is the middle value of the data set that has been sorted, if the amount of data is odd then the median value is one value in the middle of the sequence, but if the amount of data is even then the median is the result of the sum of the two values in the middle of the data sequence, then the result is divided by two.

Using the same data. First, the frequency values are added together. in the calculation of the median the number of frequency values is symbolized by n . the number of frequencies is 25. then a column is added for the cumulative frequency value symbolized by fk . how to get the cumulative frequency value is the value contained in the first row of the frequency column is copied to the first row fk column then in the second row the fk column is filled with the value derived from the sum of the second-row frequency column with the first row fk column and so on. If the number in the last row of the fk column matches the total number in the frequency column, then the calculation is correct. As shown in the following table.

| No. | Value Range | Frequency | fk |
|-----|-------------|-----------|----|
| 1. | 39 – 45 | 1 | 1 |
| 2. | 32 – 38 | 8 | 9 |
| 3. | 25 – 31 | 13 | 22 |
| 4. | 18 – 24 | 2 | 24 |
| 5. | 11 – 17 | 1 | 25 |

Table 4.10

Before discussing the numbers that have been obtained, we first determine the median class by using the following formula.

$$Me = \frac{n}{2} = \frac{25}{2} = 12.5$$

Description:

- Me : Median Class
- n : Number of frequencies

The median class obtained is 12.5

Median formula

$$Md = tb + \frac{\frac{n}{2} - fk}{fm} \cdot p$$

Description:

- Md : Median
- tb : The first value in the range of values that are in the median class row
- n : Number of frequencies
- fk : Frequency value before median class
- p : Range of value
- fm : frequency value in the median class

$$Md = 24.5 + \frac{25 - 8}{13} \cdot 7 \quad \longrightarrow \quad Md = 24.5 + \frac{12.5 - 8}{13} \cdot 7$$

$$Md = 24.5 + \frac{4.5}{13} \cdot 7$$

$$Md = 24.5 + \frac{31.5}{13} \quad \longrightarrow \quad Md = 24.5 + 2.42 = 26.92$$

Based on the results of the above formula, the Median value for the certified teacher group is 26.92.

2.3 Mode

The mode is the data or value that appears frequently or has the highest number of frequencies. Mode is a group explanation technique based on values that often appear in the group. To calculate the mode of data that has been arranged into a group frequency distribution, you can use the following formula:

$$Mo = tb + \left(\frac{d_1}{d_1 + d_2} \right) \cdot P$$

Description:

- Mo : Mode
- tb : The first number in the Mode class is subtracted by 0.5
- d_1 : The value in the highest frequency column is reduced by the frequency value above it (before).
- d_2 : the value in the highest frequency column is reduced by the frequency value below it (after).
- P : Range of value

Note the highest frequency. because the value of the mode lies in the number of the highest frequency. so the mode class number is located on the green line.

| No. | Value Range | Frequency |
|-----|-------------|-----------|
| 1. | 39 – 45 | 1 |
| 2. | 32 – 38 | 8 |
| 3. | 25 – 31 | 13 |
| 4. | 18 – 24 | 2 |
| 5. | 11 – 17 | 1 |

Table 4.11

$$\begin{aligned}
 Mo &= 24.5 + \left(\frac{5}{5 + 11} \right) \cdot 7 && Mo = 24.5 + \left(\frac{35}{16} \right) \\
 &&& \longrightarrow \\
 Mo &= 24.5 + 2.19 = 26.69
 \end{aligned}$$

Based on the results of the above formula, the Mode value for the certified teacher group is 26.69.

After the Mean, Median and Mode values are obtained, we can conclude in the following table:

| No. | Statistics | Scores | Categories |
|-----|------------|--------|------------|
| 1. | Maximum | 39 | Very Good |
| 2. | Minimum | 16 | Poor |
| 3. | Mean | 29.68 | Fair |

| | | | |
|----|--------|-------|------|
| 4. | Median | 26.92 | Fair |
| 5. | Mode | 26.69 | Fair |

Table 4.12

The maximum value is 39 where the total number of questions is 45 questions and each question is worth 1, wrong answers are worth zero. The minimum value is the lowest value of the range value. 1 participants who answered in the range of 39-45 and included in the very good category. 8 participants who answered the range of 32-38 and included in the good category. 13 participants who answered on the range of numbers 25-31 were included in the fair category. 2 participants who answered on the range of numbers 18-24 were included in the poor category and 1 participant who answered on the range of numbers 11-17 were included in the very poor category.

3. T-test Independent Sample (Uncorrelated)

Sugiyono (2002:134) Testing the hypothesis of two independent samples is to test the generalization ability of the average data of two samples that are not correlated. The samples that correlations are usually found in experimental research designs. In survey research, usually the samples are compared is an independent sample. For example, the comparison of the income of farmers and fishermen, the discipline of civil servants and private employees. Statistical techniques used to test comparative hypotheses, depending on the type of data. The statistical technique of t-test is parametric statistical techniques are used to test the comparison of ratio or interval data, while non-parametric statistics can be used The median test, Mann-Whitney, Kolmogorov-Smimov, Fisher Exact, Chi

Square, Wald-Wolfowitz Test Run. Statistics nonparametric is used to test the hypothesis if the data is noun and ordinal.

The calculation of the values that have been obtained and have been tested on the t-test using the SPSS application as follows:

Group Statistics

| | | N | Mean | Std. Deviation | Std. Error Mean |
|----------------------|---------|----|---------|----------------|-----------------|
| score pedagogic test | group A | 25 | 38.6400 | 2.13854 | .42771 |
| | group B | 25 | 34.9200 | 4.05093 | .81019 |

The table above is a table that describes the statistical descriptive results of the research data that have been inputted in the SPSS application. The table shows that group A is a group of certified English teachers and group B is a group of uncertified English teachers. Each consists of the same number of samples, namely 25 samples. The table above also shows the mean value of each group, namely for group A (certified teachers) the mean value is 38.6400, while for group B (non-certified teachers) the mean value is 34.9200.

Then the standard deviation is also displayed. Standar deviation is the square root value of a variance which is used to assess the average or expected.

The standard deviation or standard deviation of the data that has been compiled in the frequency table. The standard deviation in the table shows the value for group A is 2.13854 while for group B the value is 4.05093.

The next column is the result of the standard error of the mean. The table above shows the mean standard error for group A is 0.42771 and for group B is 0.81019. Standard Error mean refers to the standard deviation of the distribution of the sample mean taken from a population. The smaller the standard error, the more representative the sample of the entire population is.

In the statistical group table above, we can conclude that there is a difference in the knowledge of certified English teachers and uncertified English teachers. To find out if there is a difference between the pedagogic knowledge of certified English teachers and uncertified English teachers, we can see the difference in the following independent sample test table.

Independent Samples Test

| | | Levene's | | |
|-------|-----------------|-------------|------|-------------|
| | | Test for | | t-test for |
| | | Equality of | | Equality of |
| | | Variances | | Means |
| | | F | Sig. | t |
| score | Equal variances | 4.74 | .03 | 4.060 |
| | | 9 | 4 | |

| | | | | |
|-----------|-----------------|--|--|-------|
| pedagogic | assumed | | | |
| test | Equal variances | | | 4.060 |
| | not assumed | | | |

Independent Samples Test

t-test for Equality of Means

| | | Significance | | |
|-------|-----------------------------|--------------|-------------|-------------|
| | | df | One-Sided p | Two-Sided p |
| score | Equal variances assumed | 48 | <,001 | <,001 |
| | Equal variances not assumed | 36.413 | <,001 | <,001 |

Independent Samples Test

t-test for Equality of Means

| Mean | Std. | 95% Confidence |
|----------|-------|-----------------|
| Differen | Error | Interval of the |

| | | Mean | Difference | Difference |
|----------------|-----------------------------|---------|------------|------------|
| | | | Lower | Upper |
| score | Equal variances assumed | 3.72000 | .91615 | 1.87795 |
| pedagogic test | Equal variances not assumed | 3.72000 | .91615 | 1.86269 |

Independent Samples Test
t-test for Equality of Means
95% Confidence Interval of the Difference

| | | |
|----------------|-----------------------------|---------|
| score | Equal variances assumed | 8.17686 |
| pedagogic test | Equal variances not assumed | 8.18867 |

| | |
|---------|--|
| assumed | |
|---------|--|

Independent Samples Effect Sizes

| | | 95% Confidence | | | |
|----------|---------------------------|----------------|----------|----------|-------|
| | | | Point | Interval | |
| | Standardizer ^a | | Estimate | Lower | Upper |
| score | Cohen's d | 3.23908 | 1.148 | .543 | 1.743 |
| pedagogi | Hedges' | 3.29082 | 1.130 | .535 | 1.716 |
| c test | correction | | | | |
| | Glass's | 4.05093 | .918 | .299 | 1.522 |
| | delta | | | | |

The denominator used in estimating the effect sizes.

Cohen's d uses the pooled standard deviation.

Hedges' correction uses the pooled standard deviation, plus a correction factor.

Glass's delta uses the sample standard deviation of the control group.

In the independent sample test table, we can see the value obtained that we have input into the SPSS application. If the significant value of $F < 0.05$ then H_0 is rejected and H_1 is accepted. This means that all independent variables have a

significant influence on the dependent/bound variable. If the significant value of $F > 0.05$, then H_0 is accepted and H_1 means that all independent variables have no significant effect on the dependent/bound variable.

The significance value that appears in the independent sample test shows the number 0.034, the number is smaller than 0.05. It means that H_0 is rejected and H_1 is accepted. This proves that there is a significant difference between the pedagogic knowledge of certified English teachers and the knowledge of uncertified English teachers.

Degree of Freedom (df) is the final calculation number of a statistic that is free to change. In general, Degree of Freedom (df) can be defined as the total number of observations minus the number of independent limits imposed on observations.

The value in the table above shows a significance value of 0.034, which means that the value is greater than 0.05 so that the data obtained is accepted. This illustrates that there are differences in pedagogic knowledge between certified and uncertified teachers.

B. Discussion

In this study, the instrument used in data collection was a test, which consisted of a series of questions related to pedagogic knowledge. Sudaryono (2013: 40) tests can be used to measure the amount of knowledge that individuals acquire from one subject matter that is limited to a certain level. There are several

kinds of data collection instrument tests, including: personality tests, aptitude tests, achievement tests, intelligence tests, attitude tests.

After analyzing the data, the writer could come up with a discussion to get a more in-depth analysis and the answer to the research problems. Is there any significant difference between certified and non-certified teachers in pedagogical knowledge?

The value of pedagogic competence obtained in each certified teacher respondent is different from one another, but is more likely to get high results and is included in the very good category. Meanwhile, the value of pedagogic competence obtained in each teacher respondent who has not been certified also differs from each other, but tends to get average results. With these results, it proves that certified teachers have better pedagogic knowledge than uncertified teachers.

Evidence of these differences can be seen and known through the results of the SPSS output used by researchers to see the difference in pedagogic knowledge between certified English teachers and uncertified English teachers. By using the Independent Sample T-Test through the SPSS for Windows Version 21.0 application, the results show sig.(2-tailed) $0.034 \leq 0.05$, which means that there is a difference between certified English teachers and non-certified English teachers.

From the findings above, we can conclude that the pedagogic knowledge of certified English teachers is higher than the pedagogic knowledge of uncertified English teachers. Pedagogic knowledge is the basic knowledge of

teaching science which is very important in educating children or students and is very necessary for a teacher.

Sadulloh (2010: 1-2) Pedagogy is a science that discusses education, namely the science of children's education. So pedagogy tries to explain the intricacies of children's education, pedagogy is a theory of children's education. Pedagogy as a science is needed by teachers, especially Kindergarten and Elementary School teachers because they will be dealing with immature children. The task of the teacher is not only to teach to convey, or to transform knowledge to children at school, but the teacher has the task of developing the personality of his students in an integrated manner. The teacher develops the child's mental attitude, develops the child's conscience or conscience, so that he (the child) will be sensitive to humanitarian issues, human dignity, and respect for fellow human beings. Likewise, teachers must develop children's skills, life skills in the community so that they are able to face all the problems of life.

From the theory above, we can conclude that pedagogic knowledge is important so that several programs or exercises need to be held as a means for educators to improve their pedagogic knowledge. One of the facilities organized by the government is the teacher certification program.

Kunandar (2007: 79) Teacher professional certification is a process to provide certificates to teachers who have met qualification standards and competency standards. Certification is carried out by universities providing educational personnel that are accredited and determined by the government. Teacher professional certification activities include improving qualifications and

competency testing. Competency testing is carried out through written tests to test professional and pedagogic competencies and performance assessments to test social and personality competencies. Teacher certification as an effort to improve the quality of teachers is accompanied by an increase in teacher welfare so that it is expected to improve the quality of learning and the quality of education in Indonesia in a sustainable manner. The form of improving teacher welfare is in the form of a professional allowance equal to one time of basic salary for teachers who have educator certificates.

From the above theory, we can conclude that the teacher certification program is not only a means for teachers to improve their pedagogical knowledge but also the teacher certification program can improve the welfare of the teachers themselves.

Indicators of Pedagogic Competence, according to Mulyasa (2007), pedagogic competence is the ability of teachers to manage student learning which at least includes the following:

a. Understanding insight or Educational Foundation

Insight or educational foundation is a basic pedagogic competence for teachers. Educational insight is owned by a teacher from formal education with the following conditions determined by the government according to national education standards. Insights about education must always be studied and developed by a teacher so that teachers can always harmonize their experience, knowledge with the development of science and technology. Mastery of science

and technology, the development of science and technology must be mastered by teachers as capital in the learning process.

b. Understanding of students

A student is anyone who receives influence from a person or group of people who carry out educational activities. The purpose of the teacher getting to know his students is so that the teacher can help growth and development effectively, determine the material to be given, use appropriate teaching procedures, diagnose learning difficulties experienced by students, and other teacher activities related to individual students. In understanding students, teachers need to pay special attention to the individual differences of students, including: a) Intelligence level, b) Creativity, c) Physical condition, d) Cognitive development

c. Curriculum/syllabus development

Curriculum development is the ability of a teacher to manage the curriculum or syllabus, namely a curriculum that includes the intent, content, processes, resources and evaluation tools for all planned learning experiences for learners both inside and outside the school and community through classroom teaching and programs. -related programs.

d. Learning design

Learning design is one of the pedagogic competencies that must be possessed by teachers, which will focus on the implementation of learning.

e. Implementation of educational and dialogical learning;

Teachers must have the competence to carry out educational and dialogical learning. This means that the implementation of learning must depart from a dialogical process between students fellow learning subjects, thus giving birth to critical thinking and communication. Without communication there can be no true education.

Learning is essentially a process of interaction between students, educators and the environment, so that behavior changes for the better. In this interaction, there are many factors that influence it, both internal factors that come from within the individual, as well as external factors that come from the environment. In learning, the main task of the teacher is to condition the environment to support behavior change and the formation of student competencies. Generally, the implementation of learning includes three things: pre-test, process and post-test.

f. Utilization of learning technology

The development of science and technology will greatly affect the development of teaching technology. Currently, teachers must be able to use telecommunications media as a tool to carry out learning and teaching activities. Even the current teaching and learning process does not have to be in the same room but can be with internet telecommunication network media which is often referred to as e-learning media. The use of technology in education and learning (e-learning) is intended to facilitate or streamline learning activities. In this case, teachers are required to have the ability to use and prepare learning materials in a

computer network that can be accessed by students. Therefore, teachers and prospective teachers should be equipped with various competencies related to the use of information and communication technology as a tool learning technology.

g. Evaluation of learning outcomes (EHB)

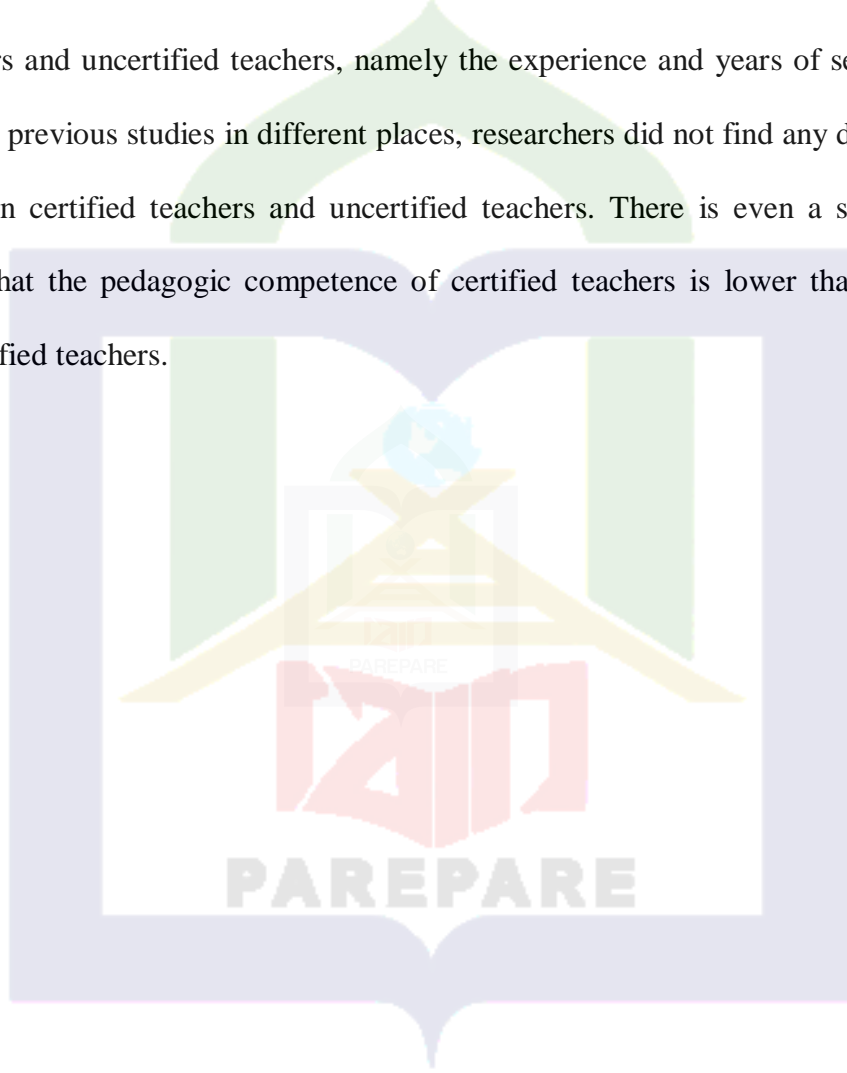
Evaluation of learning outcomes is carried out to determine changes in behavior and the formation of student competencies, which can be done with class assessments, basic ability tests, final assessments of education units and certification, benchmarking, program assessment fibers. Evaluation is very important to see the development, ability and progress of students. Evaluation can also be used as a basis to see the weaknesses and shortcomings of what has been given.

h. Development of students to actualize their various potentials.

Student development is part of pedagogic competence which is quite important, to actualize the various potentials possessed by each student. Student development can be carried out by teachers in various ways, including through extra-curricular activities (extracurricular), screening and remedial, and counseling guidance.

According to Martinis Yamin (2013:2) certification is the process of providing educator certificates for teachers and lecturers or formal evidence as an acknowledgment given to teachers and lecturers as professionals. From this theory, we can conclude that teachers who have been declared certified are considered professionals so that their knowledge of pedagogics should be higher than teachers who have not been certified.

There is a difference between certified teachers and uncertified teachers because of the education and training that has been carried out either through the certification program or from other educational training programs. But there are other factors that are also one of the reasons that differentiate between certified teachers and uncertified teachers, namely the experience and years of service. In several previous studies in different places, researchers did not find any difference between certified teachers and uncertified teachers. There is even a study that finds that the pedagogic competence of certified teachers is lower than that of uncertified teachers.



CHAPTER V

CONCLUSION AND SUGGESTION

This chapter certainly provides conclusion and suggestion based on the findings and discussions toward the data analysis. The conclusion deals with the summary of the data analysis concerning on the findings and discussions. Meanwhile, the suggestion refers to couple of ideas related to this research that the writer contributes to this study.

A. Conclusion

Teachers and educators have a very important role in social life, especially in the field of education. With various challenges from time to time in building good morals and souls for the students. But on the other hand, the government also does not remain silent in improving the quality of teachers and educators by organizing various quality improvement programs and providing facilities that can be passed by educators and teachers to increase knowledge, especially pedagogic knowledge.

From the explanations of several experts that pedagogy is an educational science that includes the soul and morals as well as the ability to regulate learning under certain conditions. One of the government programs in improving the quality of teachers is the certification program, in which teachers acquire knowledge related to education.

In accordance with the formulation of the problem that the author put forward in this study "is there a difference between the pedagogic knowledge of

certified and uncertified English teachers" it can be concluded that there are differences in the pedagogic knowledge of certified and uncertified English teachers.

The average score for certified English teachers is 36,9200 and the average score for uncertified English teachers is 31,1200. so from this figure we can see the difference in knowledge between the two groups. The data obtained from the test results are given in the form of questions related to pedagogic knowledge. The hypothesis in this study is accepted, it is indicated by a significant value of 0.181 which means that the value is greater than 0.05.

B. Suggestion

Based on what has been concluded from the results of this study, then researchers have several suggestions that might be implemented to improve the pedagogic knowledge of teachers, especially English teachers as follows:

1. Given the importance of teachers having good pedagogical knowledge, it is hoped that the certification agency can open up more opportunities for uncertified teachers to take part in the certification program.
2. Principals should provide continuous evaluation of both certified and uncertified teachers so that they are motivated to improve their pedagogic knowledge.
3. Every teacher, both certified and uncertified, is expected to further improve pedagogic knowledge, one of which is insight or educational foundation. Understanding the insight or educational foundation is absolutely necessary for a teacher because from there the teacher must understand the purpose of the education he is carrying out, recognize the actual function of the school not only as a place for

student learning, and recognize and understand students psychologically. With this competency, teachers are expected to be able to understand students as a whole, teach social values, and can be good role models for their students.

4. It is recommended that further research be conducted with a larger sample size on the differences in the pedagogic knowledge of certified and uncertified English teachers.



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Table score of certified and non certified EFL Teachers

| No | Score | |
|-----|-----------|---------------|
| | Certified | Non Certified |
| 1. | 43 | 37 |
| 2. | 37 | 35 |
| 3. | 39 | 35 |
| 4. | 37 | 36 |
| 5. | 43 | 37 |
| 6. | 37 | 35 |
| 7. | 41 | 38 |
| 8. | 37 | 30 |
| 9. | 37 | 40 |
| 10. | 42 | 36 |
| 11. | 37 | 29 |
| 12. | 37 | 36 |
| 13. | 41 | 37 |
| 14. | 37 | 35 |
| 15. | 40 | 37 |
| 16. | 37 | 30 |
| 17. | 40 | 37 |
| 18. | 37 | 30 |
| 19. | 40 | 37 |
| 20. | 37 | 35 |

SOAL PEDAGOGIK

(SUKSES UJI KOMPETENSI GURU, Istiqomah, S. Pd., M. Pd & Mohammad Sulton, S. T.)

1. Seorang guru SMA sedang mempersiapkan materi pembelajaran. Mengingat usia dan perkembangan anak-anak remaja, guru lebih memberi tugas yang sifatnya menantang kemampuan peserta didik untuk berpikir kritis dan melakukan analisis. Tindakan yang dilakukan oleh guru ini sesuai dengan ciri perkembangan anak usia 16 -19 tahun yaitu tahap..
 - A. Sensorimotor
 - B. Praoperasional
 - C. Operasional konkret
 - D. Konseptual formal
2. Salah satu ciri perkembangan anak usia SMA (16-19 tahun) yang tepat adalah...
 - A. Mulai mempercayai kebenaran konsep Tuhan Yang Maha Esa.
 - B. Perkembangan psikologis yang mantap.
 - C. Mencapai kematangan pertumbuhan jasmaniah yang sehat,
 - D. Memiliki sikap hidup mandiri secara emosional, sosial, intelektual dan ekonomi.
3. Pemahaman terhadap karakteristik peserta didik juga berkaitan erat dengan kemampuan guru untuk mengenali kesulitan belajar peserta didik dan menentukan alternatif pemecahannya agar peserta didik dapat belajar dengan baik. Kesulitan belajar yang dialami baik peserta didik karena terganggunya proses belajar seseorang yang muncul karena respons yang bertentangan dengan respon yang biasanya disebut..
 - A. Learning disorder
 - B. Learning disfunction
 - C. Underachiever
 - D. Learning disabilities
4. Pemahaman terhadap karakteristik peserta didik juga berkaitan erat dengan kemampuan guru untuk mengenali kesulitan belajar peserta didik dan menentukan alternatif pemecahannya agar peserta didik dapat belajar dengan baik. Kesulitan belajar pada proses belajar peserta didik yang berfungsi dengan baik, meskipun sebenarnya peserta didik tersebut tidak menunjukkan adanya subnormalitas mental, gangguan alat indra, atau gangguan psikologis lainnya disebut
 - A. Learning disorder
 - B. Learning disfunction
 - C. Underachiever
 - D. Learning disabilities

5. Pemahaman terhadap karakteristik peserta didik juga berkaitan erat dengan kemampuan guru untuk mengenali kesulitan belajar peserta didik dan menentukan alternative pemecahannya agar peserta didik dapat belajar dengan baik. Ketidakmampuan belajar yang mengacu kepada gejala ketika peserta didik tidak mampu belajar atau menghindari belajar, sehingga hasil belajar di bawah potensi intelektualnya. disebut...
- A Learning disorder
 - B. Learning disfunction
 - C Underachiever
 - D Learning disabilities
6. Berikut ini yang bukan merupakan gejala kesulitan belajar adalah
- A. Menunjukkan hasil belajar yang rendah di bawah rata-rata nilai yang dicapai oleh kelompoknya atau dibawah potensi yang dimilikinya.
 - B. Hasil belajar yang dicapai tidak seimbang dengan usaha yang telah dilakukan. Mungkin ada peserta didik yang sudah berusaha giat belajar, tapi nilai yang diperolehnya selalu rendah.
 - C. Mengumpulkan tugas tepat waktu tetapi tetap dalam kontrol guru.
 - D. Menunjukkan sikap-sikap yang tidak wajar seperti acuh tak acuh, Smententang, berpura-pura, bohong dan sebagainya.
7. Seorang guru menemukan fakta bahwa penyebab kesulitan belajar peserta didik adalah kondisi keluarga peserta didik yang kurang harmonis. Dengan demikian faktor kesulitan peserta didik tersebut termasuk faktor..
- A. Internal
 - B. Eksternal
 - C. Sosial
 - D. Ekonomi
8. Ada lima tahapan yang dapat dilakukan oleh seorang guru untuk memecahkan kesulitan belajar peserta didik. Kelima langkah tersebut secara berurutan adalah.
- A. Diagnosis, identiikasi masalah peserta didik, prognosis, pemberian bantuan, dan follow up (tindak lanjut).
 - B. Identifikasi masalah peserta didik, diagnosis, prognosis, pemberian diagnosis, prognosis, pemberian bantuan, dan follow up (tindak lanjut).
 - C. Identifikasi masalah peserta didik, prognosis, diagnosis, pemberian bantuan, dan follow up (tindak lanjut).
 - D. Diagnosis, identifikasi masalah peserta didik, prognosis, pemberian bantuan, dan follow up (tindak lanjut).
9. Salah satu tahapan pemberian bantuan kepada peserta didik yang mengalami kesulitan belajar adalah memperkirakan masalah. Tahapan ini disebut tahap

- A. Identifikasi masalah peserta didik
B. Diagnosis
C. Prognosis
D. Follow up (tindak lanjut)
10. Yang tidak termasuk prinsip belajar adalah...
- A. Dilaksanakan dengan latihan daya, membentuk hubungan asosiasi, dan melalui penguatan.
B. Bersifat keseluruhan yang menitik-beratkan pemahaman, berpikir kritis, dan reorganisasi pengalaman.
C. Dipengaruhi oleh faktor dari dalam diri individu dan faktor dari luar individu.
D. Tidak dihadapkan kepada masalah dan kesulitan yang perlu dipecahkan.
11. Suatu proses pembelajaran yang memungkinkan peserta didik menghayati dan akhirnya dapat merasakan serta dapat menerapkan cara memperoleh pengetahuan, suatu proses yang memungkinkan tertanamnya sikap ilmiah, yaitu sikap ingin tahu dan selanjutnya menimbulkan rasa mampu untuk selalu mencari jawaban atas masalah yang dihadapi secara ilmiah disebut..
- A. Learning by doing
B. Learning to know
C. Learning enjoying
D. Learning to be live together
12. Dalam belajar ditekankan bahwa seseorang atau pihak yang belajar mampu hidup bersama, dengan memahami orang lain, sejarahnya, budayanya, dan mampu berinteraksi dengan orang lain secara harmonis. Konsep ini dikenal sebagai...
- A Learning by adoing
B. Learning to know
C. Learning enjoying
D. Learning to be live together
13. Teori belajar yang menganut paham tentang perubahan perilaku sebagai hasil dari pegalaman; dan bahwa tingkah laku manusia dikendalikan oleh ganjaran (hadiah) atau reward dan penguatan (reinforcement) dari lingkungan adalah teori belajar.
- A. Konstruktivistik
B. Behavioristik
C. Kontekstual
D. Belajar sepanjang hayat
14. Di antara tokoh pendidikan yang behaviorsme yang menganut aliran mengemukakan tentang classical conditioning adalah...

- A. Pavlov
B. Thorndike
C. Clark Leonard Hull
D. Skinner
15. Tokoh behaviorisme yang mengemukakan teori operant conditioning teori yang menjamin adanya respon terhadap stimulus adalah...
- A. Pavlov
B. Thorndike
C. Clark Leonard Hull
D. Skinner
16. Pengaruh teori Skinner terhadap pembelajaran modern antara lain , kecuali...
- A. Perlu ada tujuan yang jelas dalam pengertian tingkah laku apa yang diharapkan dicapai oleh peserta didik.
B. Memberi tekanan pada kemajuan individu sesuai dengan kemampuannya.
C. Perlu menggunakan penguatan (reinforcement) yang positif secara sistematis, bervariasi dan sesegera mungkin pada saat respon peserta didik muncul.
D. Menolak pemberian hukuman atau sanksi fisik pada peserta didik meskipun mereka bersalah atau tidak disiplin.
17. Teori belajar yang menekankan bahwa perilaku seseorang ditentukan oleh persepsi serta pemahamannya tentang situasi yang berhubungan dengan tujuan belajarnya adalah ...
- A. Teori behavioristik
B. Teori konstruktivistik
C. Teori belajar kuantum
D. Teori kognitif
18. Berikut ini yang bukan tiga penekanan dalam teori belajar konstruktivistik yang dikembangkan oleh Tasker adalah, kecuali
- A. Peran aktif peserta didik dalam mengkonstruksi pengetahuan secara bermakna
B. Pentingnya membuat kaitan antara gagasan dalam pengkonstruksian secara bermakna
C. Mengaitkan antara gagasan dengan informasi baru yang diterima.
D. Hasil belajar sangat dipengaruhi faktor luar dari peserta didik
19. Seorang guru harus menguasai landasan pendidikan Landasan pendidikan yang berkaitan dengan tahap-tahap perkembangan dan tugas perkembangan peserta didik adalah landasan....

- A. Filosofis
B. Sosial
C. Psikologi
D. ilmu pengetahuan dan teknologi
20. Salah satu kelompok peserta didik adalah mereka yang memiliki kemampuan mental paling rendah. Golongan ini tidak dapat melindungi dirinya dari bahaya atau melayani kebutuhan dirinya sendiri Peserta didik kelompok ini dimasukkan kelompok.....
- A. Normal
B. Rata-rata
C. Idiot
D. Di bawah rata-rata
21. Landasan pendidikan yang bersumber dari perkembangan ilmu pengetahuan dan teknologi yang mengikat dan mengharuskan pelaksana pendidikan menerapkannya dalam usaha untuk pendidikan adalah landasan.
- A. Filosofis
B. Sosial
C. Psikologi
D. Ilmu pengetahuan dan teknologi
22. Seorang peserta didik yang mempunyai karakter (a) perhatiannya mudah terpecah, (b) berbicara dengan pola berirama, dan (c) belajar dengan cara mendengarkan, menggerakkan bibir atau bersuara saat membaca dapat dikelompokkan sebagai peserta didik dengan gaya belajar
- A. Visual
C. Auditorial
B. Kinestetik
D. Audio-visual
23. Seorang yang memiliki karakter antara lain (a) menyentuh orang dan berdiri berdekatan, banyak bergerak, (b) belajar dengan melakukan, menunjuk tulisan saat membaca dan menanggapi secara fisik, dan (c) mengingat sambil berjalan dan melihat berarti memiliki gaya belajar..
- A. Visual
C. Auditorial
B. Kinestetik
D. Audio-visual
24. Gagne dalam Winkel menyebutkan ada lima jenis hasil belajar yaitu intellectual Skill verbal skill, cognitive skill, motor skill, dan attitude. Hasil belajar berupa kemampuan

untuk melakukan pekerjaan dan merupakan sarana seseorang untuk melakukan hubungan dengan lingkungan melalui simbol adalah hasil belajar.

- A. Intellectual skill
 - B. Verbal skill
 - C. Cognitive skill
 - D. Motor skill
25. Menurut Gagne dalam hasil belajar berupa kemampuan mengorganisasikan kemampuan fisik sehingga dapat melakukan pekerjaan dengan lancar adalah hasil belajar ...
- A. Intellectual skill
 - B. verbal skill
 - C. Cognitive skill
 - D. motor skill
26. Menurut Gagne dalam Winkel hasil belajar berupa sikap yang tumbuh karena hasil belajar, erat kaitannya dengan tingkah laku penampilan seseorang adalah hasil belajar..
- d. Intellectual Skill
 - B. Verbal skill
 - C. attitude
 - D. Motor skill
27. Ketika seorang guru menyampaikan materi pembelajaran dengan menggunakan metode ceramah, sesungguhnya guru tersebut sedang melakukan kegiatan komunikasi. Jenis komunikasi yang dilakukan guru adalah...
- A. komunikasi searah
 - B. Komunikasi dua arah
 - C. Komunikasi timbal balik
 - D. Komunikasi multiarah
28. Komunikasi banyak arah atau komunikasi sebagai transaksi dapat ditemukan ketika guru menerapkan metode dalam pembelajaran.
- A. Ceramah
 - B. Tanya jawab
 - C. Diskusi
 - D. Inkuiri
29. Berikut ini yang tidak termasuk dalam tujuh prinsip pengembangan kurikulum adalah..
- A. Berpusat pada potensi, perkembangan, kebutuhan dan kepentingan peserta didik dan lingkungannya.

- B. Beragam dan terpadu.
C. Tanggap terhadap perkembangan ilmu pengetahuan, teknologi dan seni.
D. Berpusat pada kepentingan nasional dan kepentingan daerah.
30. Pengembangan kurikulum dilakukan dengan memperhatikan keragaman karakteristik peserta didik, kondisi daerah, dan jenjang serta jenis pendidikan, tanpa membedakan agama, suku, budaya dan adat istiadat, serta status sosial ekonomi dan gender. Ini berarti pengembangan kurikulum menganut prinsip
- A. Berpusat pada potensi, perkembangan, kebutuhan dan kepentingan peserta didik dan lingkungannya.
B. Beragam dan terpadu
C. Tanggap terhadap perkembangan ilmu pengetahuan, teknologi dan seni
D. Berpusat pada kepentingan nasional dan kepentingan daerah
31. Pengembangan kurikulum diarahkan kepada proses pengembangan, pembudayaan dan pemberdayaan peserta didik yang berlangsung sepanjang hayat. Ini berarti pengembangan kurikulum menganut prinsip...
- A. Menyeluruh dan berkesinambungan
B. Belajar sepanjang hayat
C. Seimbang antara pusat dan daerah
D. Beragam dan terpadu
32. Komponen RPP yang tepat dan berurutan adalah
- A. Identitas mata pelajaran, identitas mata pelajaran, standar kompetensi, kompetensi dasar, indikator pencapaian kompetensi, tujuan pembelajaran, materi ajar, alokasi waktu, metode pembelajaran, kegiatan pembelajaran, penilaian hasil belajar, dan sumber belajar.
B. Identitas mata pelajaran, identitas mata pelajaran, standar kompetensi, kompetensi dasar, tujuan pembelajaran, indikator pencapaian kompetensi, materi ajar, alokasi waktu, metode pembelajaran, kegiatan pembelajaran, penilaian hasil belajar, dan sumber belajar.
C. Identitas mata pelajaran, identitas mata pelajaran, standar kompetensi, kompetensi dasar, indikator pencapaian kompetensi, alokasi waktu, tujuan pembelajaran, materi ajar, metode pembelajaran, kegiatan pembelajaran, penilaian hasil belajar, dan sumber belajar.
D. Identitas mata pelajaran, identitas mata pelajaran, standar kompetensi, kompetensi dasar, indikator pencapaian kompetensi, tujuan pembelajaran, materi ajar, alokasi waktu, metode pembelajaran, kegiatan pembelajaran, sumber belajar, dan penilaian hasil belajar.
33. Perilaku yang dapat diukur dan atau diobservasi untuk menunjukkan ketercapaian kompetensi dasar tertentu yang menjadi acuan penilaian mata pelajaran disebut..

- A. Tujuan pembelajaran
B. Tujuan intruksiona
C. Indikator pencapaian kompetensi
D. Kompetensi dasar
34. Media pembelajaran yang merupakan penggabungan beberapa media pembelajaran disebut..
- A. Media ICT
B. Multimedia
C. Media pembelajaran
D. Laboratorium multimedia.
35. Berikut ini merupakan alasan penggunaan media pembelajaran, kecuali...
- A. Pengajaran akan lebih menarik perhatian peserta didik sehingga dapat menumbuhkan motivasi belajar.
B. Agar fasilitas pembelajaran di sekolah berguna secara maksimal
C. Membantu menjelaskan hal-hal yang sifatnya abstrak menjadi lebih konkret
D. Peserta didik lebih banyak melakukan kegiatan belajar, sebab tidak hanya mendengarkan uraian guru, tetapi juga aktivitas lain seperti mengamati, melakukan, mendemonstrasikan, dan lain-lain.
36. Dalam sebuah pembelajaran ada beberapa orang guru yang mengamati rekannya yang sedang mengajar dengan menggunakan lembar observasi. Tujuannya adalah untuk meneliti apakah kegiatan pembelajaran yang dilakukan temannya telah berjalan efektif apa belum. Selesai melakukan pengamatan, mereka mendiskusikan hasilnya dengan guru yang mengajar Kegiatan semacam ini dikenal sebagai
- A. Praktik pembelajaran
B. Lesson study
C. Supervisi
D. Model pembelajaran Jigsaw
37. Seorang guru prihatin dengan hasil belajar peserta didiknya yang sangat bervariasi. Peserta didik yang berprestasi belajar tinggi jumlahnya hanya beberapa saja. Jumlah mereka hampirimbang dengan jumlah peserta didik yang hasil belajarnya rendah dan kurang aktif dalam pembelajaran. Untuk meningkatkan keterlibatan belajar dan hasil belajar peserta didik yang hasil belajarnya rendah ini, maka model pembelajaran yang paling tepat adalah...
- A. Think pair share
B. Tutor sebaya
C. Team tournament together
D. Jigsaw

38. Model pembelajaran yang mengintegrasikan pembelajaran membaca dan menulis adalah
- A. Time tournament together
 - B. Lesson study
 - C. CIRC (Cooperative Integrated Reading Composition)
 - D. Group investigation
39. Model pembelajaran yang memusatkan pada masalah kehidupannya yang bermakna bagi peserta didik, peran guru menyajikan masalah, mengajukan pertanyaan dan memfasilitasi penyelidikan dan dialog adalah
- A. Problem based learning
 - B. CIRC
 - C. TGT
 - D. TPS
40. Setelah melakukan analisis hasil pembelajaran sebelumnya, seorang guru menyimpulkan bahwa ia harus melakukan perbaikan pembelajaran yang dilakukan. Ini berarti dia melakukan tindakan refleksi. Setelah itu, langkah yang harus dia lakukan adalah ...
- A. Refleksi ulang
 - B. Menyusun perencanaan
 - C. Melaksanakan tindakan
 - D. Melakukan observasi
41. Kegiatan guru dalam: melibatkan peserta didik mencari informasi yang luas dan dalam tentang topik/tema materi yang akan dipelajari dengan menerapkan prinsip alam; belajar dari aneka sumber menggunakan beragam pendekatan pembelajaran, media pembelajaran, dan sumber belajar lain memfasilitasi terjadinya interaksi antar-peserta didik serta antara peserta didik dengan guru, lingkungan, dan sumber belajar lainnya; melibatkan peserta didik secara aktif dalam setiap kegiatan pembelajaran; dan memfasilitasi peserta didik melakukan percobaan di laboratorium, studio, atau lapangan disebut kegiatan..
- a. Elaborasi
 - b. Eksplorasi**
 - c. Konfirmasi
 - d. Browsing
42. Berikut ini yang merupakan tokoh kognitivistik adalah ..
- A. BF Skinner
 - B. Thonsdike
 - C. Robert gagne

D. Bloom

43. Teori Discovery learning dikemukakan oleh...

- A. Thosrndike
- B. Jerome S Bruner
- C. Bloom
- D. Robert Gagne

44. Salah satu tokoh Pendidikan yang mengembangkan teori belajar kognivistik adalah Ausubel. Ia percaya bahwa dunia luar akan ikut serta memberi makna terhadap pembelajaran. Teori yang dikembangkan oleh Ausubel adalah ...

- A. Operant conditioning
- B. Learning by doing
- C. Learning to know
- D. Belajar bermakna (Meaningful Learning)

45. Apa itu Pendekatan Acuan Patokan (PAP)

- A. Penilaian rata-rata kelompok
- B. Penilaian mengacu kepada kriteria yang ditetapkan
- C. Persentase kemampuan peserta didik
- D. Skor baku yang telah ditetapkan

ANSWER KEY

| | | | | |
|-------|-------|-------|-------|-------|
| 1. D | 11. B | 21. D | 31. B | 41. B |
| 2. C | 12. D | 22. C | 32. A | 42. C |
| 3. A | 13. B | 23. B | 33. C | 43. B |
| 4. B | 14. A | 24. A | 34. B | 44. D |
| 5. C | 15. D | 25. C | 35. B | 45. B |
| 6. C | 16. D | 26. C | 36. C | |
| 7. B | 17. D | 27. A | 37. B | |
| 8. B | 18. D | 28. C | 38. C | |
| 9. B | 19. C | 29. D | 39. A | |
| 10. D | 20. C | 30. B | 40. D | |

LETTERS


PEMERINTAH KABUPATEN SIDENRENG RAPPANG
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
JL. HARAPAN BARU KOMPLEKS SKPD BLOK A NO. 5 KABUPATEN SIDENRENG RAPPANG
PROVINSI SULAWESI SELATAN
Telepon (0421) - 3590005 Email : ptp_sidrap@yahoo.co.id Kode Pos : 91611

IZIN PENELITIAN
Nomor : 165/IP/DPMTSP/5/2022

DASAR

1. Peraturan Bupati Sidenreng Rappang No. 1 Tahun 2017 Tentang Pendelegasian Kewenangan di Bidang Perizinan Kepada Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kabupaten Sidenreng Rappang
2. Surat Permohonan **SITTI ZOHRAH** Tanggal **27-05-2022**
3. Berita Acara Telaah Administrasi / Telaah Lapangan dari Tim Teknis **INSTITUT AGAMA ISLAM NEGERI PARE PARE (PROGRAM PASCASARJANA)** Nomor **B-428/In.39.12/PP.00.9/05/2022** Tanggal **25-05-2022**

MENGIZINKAN

KEPADA
NAMA : **SITTI ZOHRAH**
ALAMAT : **BTN THADEA LAND BLOK C No.9, KEL. LAKESSI, KEC. MARITENGGAI**
UNTUK : melaksanakan Penelitian dalam Kabupaten Sidenreng Rappang dengan keterangan sebagai berikut :

NAMA LEMBAGA / UNIVERSITAS : **INSTITUT AGAMA ISLAM NEGERI PARE PARE**
JUDUL PENELITIAN : **" THE DIFFERENCE BETWEEN CERTIFIED AND NON-CERTIFIED EFL TEACHERS PEDAGOGICAL KNOWLEDGE "**

LOKASI PENELITIAN : **SEKOLAH/MADRASAH SE KABUPATEN SIDENRENG RAPPANG**
JENIS PENELITIAN : **KUANTITATIF**
LAMA PENELITIAN : **27 Mei 2022 s.d 01 Agustus 2022**

Izin Penelitian berlaku selama penelitian berlangsung
Dikeluarkan di : Pangkajene Sidenreng
Pada Tanggal : 27-05-2022




Biaya : Rp. 0.00

Tembusan :

- KEPALA DINAS PENDIDIKAN DAN KEBUDAYAAN KAB. SIDENRENG RAPPANG
- KEMENTERIAN AGAMA KAB. SIDENRENG RAPPANG
- INSTITUT AGAMA ISLAM NEGERI PARE PARE (PROGRAM PASCASARJANA)
- PERTINGGAL



المدرسة الثانوية معهد لنهضة العلماء الانصار سدراف
YAYASAN PONDOK PESANTREN NAHDLATUL ULAMA (NU) AL-ANSHAR
MADRASAH ALIYAH
BACU-BACUE/POKKOTO KAB.SIDRAP

Jl.PorosAmparita/Bacu-Bacue/PokkotoKec.Wi.SidenrengKab.SidrapKodePos 91682 Email.muslimanshar121273140026@gmail.com

SURAT KETERANGAN PENELITIAN
Nomor : 018 /MA.21.18.16/PP.01.1/VII/2022

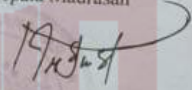
Nama : SITI ZOHRAH
Tempat dan Tanggal Lahir : Parepare, 04 Februari 1981
NIM : 18.0213.021
Fakultas : Institut Agama Islam Negeri (IAIN) Parepare
Jurusan : Tadris Bahasa Inggris

Bahwa benar telah melakukan penelitian pada MA PP NU Al Anshar Bacu-bacue pada tanggal 6 Juni 2022 dengan judul :

"THE DIFFERENCE BETWEEN CERTIFIED AND NON CERTIFIED EFL TEACHERS' PEDAGOGICAL KNOWLEDGE IN SIDRAP REGENCY"

Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

Bacubacue, 8 Juni 2022
Kepala Madrasah


Dra. RAMDANA
NIP. 19630220 200003 2 001

PAREPARE



PEMERINTAH KABUPATEN SIDENRENG RAPPANG
DINAS PENDIDIKAN DAN KEBUDAYAAN
UPT SMP NEGERI 6 PANGSID

Alamat : Jl. Stadion Ganggawa No.2 Pangkajene Sidrap ☎ (0421) 91130 Kode Pos 91611
Email: smp6pangsid@yahoo.com

SURAT KETERANGAN PENELITIAN

Nomor : 037/800/SMP6/VI/2022

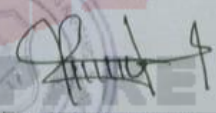
Nama : SITI ZOHRAH
Tempat dan Tanggal Lahir : Parepare, 04 Februari 1981
NIM : 18.0213.021
Fakultas : Institut Agama Islam Negeri (IAIN) Parepare
Jurusan : Tadris Bahasa Inggris

Bahwa benar telah melakukan penelitian pada SMP Negeri 6 Pangsid pada tanggal 6 Juni 2022 dengan judul :

"THE DIFFERENCE BETWEEN CERTIFIED AND NON CERTIFIED EFL TEACHERS' PEDAGOGICAL KNOWLEDGE IN SIDRAP REGENCY"

Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

Pangkajene, 8 Juni 2022
Kepala Sekolah


Dra. Hj. MAHIRAH
NIP. 19680703 200212 2 005



معهد لدار الدعوة والإرشاد الملتمان الكوانج
PONDOK PESANTREN DDI AS-SALMAN ALLAKUANG
MADRASAH ALIYAH

NPSN. 40319620 NSM. 131273140194

Alamat : Jalan Lafolede No. 96 Desa. Allakuang Kec. Maritengngae Kab. Sidenreng Rappang Prov. Sulawesi Selatan. e-mail. ma.pp.ddi.as.salman@gmail.com

SURAT KETERANGAN

Nomor: 138/MA/PP.DDI/As-Salman/SK/VIII/2022

Yang bertanda tangan di bawah ini, Kepala Madrasah Aliyah Pondok Pesantren DDI As-Salman Allakuang menerangkan bahwa:

Nama : **SITTI ZOHRA**
N I M : 18.0213.021
Program Studi : S2 Tadris Bahasa Inggris
Fakultas Tarbiyah Institut Agama Islam Negeri Parepare
Judul Penelitian : **“THE DIFFERENCE BETWEEN CERTIFIED AND NON CERTIFIED EFL TEACHER’S PEDAGOGICAL KNOWLEDGE IN SIDRAP REGENCY ”**

Benar telah mengadakan penelitian di Madrasah Aliyah Pondok Pesantren DDI As-Salman Allakuang Kabupaten Sidenreng Rappang yang dilaksanakan mulai tanggal 27 Mei S.d 01 Agustus 2022, untuk kebutuhan penelitian dalam rangka penyusunan Tesis demi menyelesaikan studinya pada Program Megister di Prodi Srudi Tadris Bahasa Inggris Fakultas Tarbiyah Institut Agama Islam Negeri Parepare.

Demikian surat keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Allakuang, 03 Agustus 2022





معهد ندر الدعوة والإرشاد السلمان الكوانج
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SURAT KETERANGAN

Nomor : 47/MTs/PP.DDI/As-Salman/VI/2022

Nama : SITTI ZOHIRAH
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NIM : 18.0213.021
Fakultas : Institut Agama Islam Negeri (IAIN) Parepare
Jurusan : Tadris Bahasa Inggris

Bahwa benar telah melakukan penelitian pada MTSS PP DDI AS-SALMAN ALLAKUANG pada tanggal 8 Juni 2022 dengan judul :

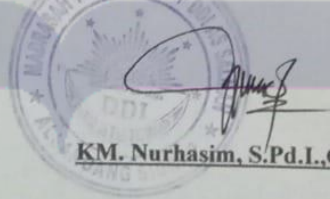
"THE DIFFERENCE BETWEEN CERTIFIED AND NON CERTIFIED EFL TEACHERS' PEDAGOGICAL KNOWLEDGE IN SIDRAP REGENCY"

Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

MARITENGGAE, 8 Juni 2022

Yang menerangkan,

Kepala MTSS PP DDI AS SALMAN ALLAKUANG



KM. Nurhasim, S.Pd.I., Gr. M.Pd.



جمعية الإشراف الإسلامية
MTSS PP AL IRSYAD
 NSM : 121273140025 NPSN : 40320159



Jl. Ponsi Panghajene-Rappang Desa Kanie Kec. Maritengah Kab. Sidrap-Sulawesi Selatan 91011 email : mtssppalirsyad@gmail.com

SURAT KETERANGAN PENELITIAN
Nomor: 254 /MTs.21.18.0007/PP.01.1/7/2022

Yang bertanda tangan dibawah ini, Kepala MTSS PP AL IRSYAD menerangkan bahwa:

Nama : Sitti Zohrah

Tempat dan Tanggal Lahir : Pare-pare, 04 Februari 1981

NIM : 18.0213.021

Fakultas : Institut Agama Islam Negeri (IAIN) Parepare

Jurusan/Prodi : Tadris Bahasa Inggris

Benar telah melaksanakan Penelitian pada MTSS PP AL IRSYAD mulai tanggal 07 Juni s/d 08 Juli 2022 dengan Judul :

"The Difference of Certified and Non Certified EFL Teacher's Pedagogical Know In Sidrap Regency"

Demikian surat keterangan ini dibuat dan diberikan kepadanya untuk dipergunakan sebagaimana mestinya.

Kanie, 20 Juli 2022
 Kepala Madrasah



MAD YUSUF K., M.Pd
 NIP. 196707042005011003

DOCUMENTATION







CURRICULUM VITAE



SITTI ZOHRAH, Born in Parepare Municipality, on February 4, 1981. The third child of three siblings from Abd. Rahim and Hj. Rapidah L. Educational history, graduated from Elementary School at SD 18 Pangkajene in Maritengngae District, Sidrap Regency in 1993. In the same year the researcher continued his education at SMP Negeri 2 Pangkajene in Maritengngae District, Sidrap Regency and graduated in 1996 then continued his high school at SMA Negeri 467 in the same city and finished in 1999. In 2000 the researcher continued his education at a university. State University, to be precise at Makassar State University (UNM) Faculty of Languages in the German Language Education Study Program. And in the third semester the researchers transferred their majors to the English education department. The researcher completed his undergraduate degree (S1) in 2005.