Analysis of Teacher Pedagogical Competency in Learning English for Santri Students at the Modern Islamic Boarding School Darussalam Kepahiang

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Abstract: English learning still creates difficulties among students, marked by a lack of motivation and creativity of students. The purpose of this study is to analyze the pedagogic competence of teachers in learning English for students at the Modern Islamic Boarding School of Darussalam Kepahyang. Using qualitative descriptive methods, data collection techniques through observation, documentation and interviews. The data analysis technique follows Huberman's theory through three stages, namely data reduction, data presentation, and data verification as the stage of concluding. The results of the analysis can be concluded that the pedagogic competence of teachers in teaching English to students in Islamic boarding schools is generally at a good level, because English teachers have the skills to open classes, and have the ability to master learning materials and methods, and teachers have been able to manage classes, including closing learning. However, in the English learning process, there are still obstacles and obstacles, such as the lack of optimal student learning outcomes. So that it can be suggested to improve students' English learning, then increase the pedagogic competence of teachers in Islamic boarding schools.
Keywords: Pedagogic Competence of Teachers, English Learning for Students, Pondok Pesantren Modern Darussalam Kepahiang.

Abstrak: Pembelajaran bahasa inggris masih menciptakan kesulitan dikalangan santri, ditandai motivasi dan kreatifitas santri masih kurang. Tujuan penelitian ini untuk menganalisis kompetensi pedagogic guru dalam pembelajaran bahasa inggris santri di pondok pesantren Modern Darussalam Kepahyang. Menggunakan metode deskriptif kualitatif, teknik pengumpulan data melalui observasi, dokumentasi dan wawancara. Teknik analisis data mengikuti teori Huberman melalui tiga tahapan yaitu reduksi data, penyajian data, verifikasi data sebagai tahapan menyimpulkan. Hasil analisis dapat disimpulkan bahwa kompetensi pedagogik guru dalam mengajar bahasa Inggris siswa di pondok pesantren secara umum berada pada tingkat baik, karena guru bahasa Inggris telah memiliki keterampilan untuk membuka kelas, dan memiliki kemampuan menguasai materi dan metode pembelajaran, dan guru telah mampu mengelola kelas, termasuk menutup pembelajaran. Namun, dalam proses pembelajaran Bahasa inggris masih mengalami hambatan dan kendala, seperti kurang maksimalnya hasil belajar santri. Sehingga dapat disarankan untuk meningkatkan pembelajaran bahasa inggris siswa, maka tingkatkan kompetensi pedagogik guru di pondok pesantren.
Kata kunci: Kompetensi Pedagogik Guru, Pembelajaran Bahasa Inggris Santri, Pondok Pesantren Modern Darussalam Kepahyang.

Introduction

Teachers are a very interesting study to be raised, because teachers are people who are at the forefront of the world of education related to educating and teaching students.[1] As regulated in Law No. 14 of 2005 concerning teachers and lecturers, it explains that teachers are professional educators who have the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students.[2] The teacher is someone who plays an important role in helping students develop the skills, knowledge, and moral values needed by students for future success.[3] Teachers are also known as people whose job is to teach or people who work as teachers.[4] The teacher is also called someone who provides knowledge to students.[5] Teachers are professionals who have the main task to educate, guide, teach, direct, assess, train and evaluate students.[6] Teachers are professional educators who educate, teach knowledge, guide, train, assess, and evaluate students.[7] The existence of teachers is very important in the world of education, especially teachers who have pedagogic competence.[8]

Teacher pedagogic competence is the ability or skill of teachers who can manage a learning process or learning interaction with students.[9] Pedagogic competence is a component that must be possessed by teachers as well as competencies that distinguish teachers from other professions. Pedagogic competence includes broad and in-depth knowledge and skills regarding the characteristics and psychology of students.[10] Teacher pedagogic competence is the ability of a teacher to manage learning, as stipulated in the Regulation of the Minister of National Education Number 16 of 2007 concerning standards of academic qualifications and pedagogic competence. The components of

[1] Khairiah, 'Overcoming Difficulties in Managing Online Learning in the Era of the Covid-19 Pandemic', *JTP - Jurnal Teknologi Pendidikan*, 24.3 (2022), 365–80 <https://doi.org/10.21009/jtp.v24i3.31675>.

[2] Regita Andriani, Ditha Aulia Andriany, and Sifa Kiamul Lailia, 'Meningkatkan Kualitas Guru Dalam Menguasai TIK Melalui Program Microsoft Partner in Learning (PiL) Dan Aplikasi Moodle', *Conference Series Journal*, 01.01 (2021), 01–06.

[3] M Siregar and N Adlani, 'Strategi Pembelajaran Guru Pendidikan Agama Islam Dalam Meningkatkan Self Control Peserta Didik Di SMA Negeri 4 Binjai Kecamatan Binjai Timur', *Prosiding Kajian Islam …*, 2020.

[4] Sandi Pratama and Alamsyah, 'PENGARUH GURU PENDIDIKAN ISLAM DALAM MEMBANGUN KESEHATAN MENTAL BELAJAR SISWA', *Jurnal J-BKPI*, 02.SSN:2797-295X (2022), 22–30.

[5] Khairiah Khairiah and others, 'Delegitimization of Leadership in Overcoming Difficulties in Online Learning during the COVID-19 Pandemic', *World Journal on Educational Technology: Current Issues*, 14.3 (2022), 726–39 <https://doi.org/10.18844/wjet.v14i3.7209>.

[6] Kholisotum Maghfiroh, 'Strategi Guru Pendidikan Agama Islam Pada Siswa Di SMP Negeri 1 Kesamben Jombang', *Irsyaduna Jurnal Studi Kemahasiswaan*, 2021.

[7] Rina Meiliyani, Happy Fitria, and Yenny Puspita, 'Pengaruh Sertifikasi Dan Kinerja Guru Terhadap Prestasi Belajar Siswa', *Journal of Education Research*, 2021 <https://doi.org/10.37985/jer.v2i1.39>.

[8] M.Pd Dr. Hj. Khairiah, *KINERJA GURU DALAM PERSPEKTIF BUDAYA ORGANISASI, KEPEMIMPINAN DAN MOTIVASI KERJA*, 2020.

[9] Erus Rusdiana, 'Peran Kepemimpinan Kepala Sekolah Sebagai Educator Dalam Meningkatkan Kompetensi Guru', *IJEMAR*, 2.1 (2018).

[10] Aulia Akbar, 'Pentingnya Kompetensi Pedagogik Guru', *JPG: Jurnal Pendidikan Guru*, 2.1 (2021), 23 <https://doi.org/10.32832/jpg.v2i1.4099>.

pedagogic competence are understanding the education system and knowledge, developing and analyzing learning abilities, understanding interactions in the world of education, having new ideas in the education system, using Information Communication Technology (ICT) and understanding concepts and learning theories.[11]

Pedagogic competence consists of an educational foundation, namely understanding the character of students, such as; moral, physical, social, spiritual, emotional, cultural and learning principles, mastering the syllabus or curriculum development, being able to communicate empathetically, effectively and politely to all students, and teachers are able to provide reflection and evaluation to all students.[12] Especially English language learning subjects in Islamic boarding schools.

English language learning in Islamic boarding schools is very important and intensively implemented, in addition to English, Arabic is also implemented to access various information and master technology and communication both at home and abroad.[13] In addition to English and Arabic language learning, there are also main subjects, such as Arabic, kitab, hadith, tafsir,

morals, siroh, tool science, and many more.[14] English language learning in Islamic boarding schools has its own challenges for teachers, in developing learning according to the latest curriculum, such as the role of teachers as facilitators in optimizing available learning resources according to the times. Teachers are required to have pedagogical competence to transform into creative and innovative in using modern learning tools that generation Z understands, such as videos, academic journals, blogs and internet media.[15]

However, the fact that exists in Islamic boarding schools that the video media, academic journals, blogs and internet media mentioned above cannot be freely touched by students who study formally in pesantren. As the results of initial observations made by researchers at Pondok Pesantren Modern Darussalam Kepahiang in July 2022, that it has dense and heavy subjects, namely thirty-two subjects that must be studied in one week, such as Arabic which is divided into Nahwu, Shorof, Imlak (Dictation), Insya' (composition), muthalaah, and other Arabic subjects, on the other hand, English is divided into several groups of subjects such as English Government, English Composition, English Writing, English Speaking, and others. In addition, they also study various subjects like subjects studied by students in public or state schools such as physics, chemistry, biology, mathematics, so

[11] Jaka Warsihna, 'Kompetensi Tik Untuk Guru', *Jurnal Teknodik*, XVI (2019), 230–39 <https://doi.org/10.32550/teknodik.v0i0.23>.

[12] Neffi Damayanti Damayanti and others, 'Kontribusi Teori Belajar Robert Mills Gagne Dalam Meningkatkan Kompetensi Pedagogik Pendidik', *El-Mujtama: Jurnal Pengabdian Masyarakat*, 3.2 (2023), 595–605 <https://doi.org/10.47467/elmujtama.v3i3.2817>.

[13] Saidna Zulfiqar bin Tahir, 'ENGLISH TEACHING METHODS AT PESANTREN IMMIM OF MAKASSAR', *UPT Perpustakaan Universitas Hasanuddin Makassar*, 1, 2011.

[14] Deny Setiawan and others, 'Madrasah Berbasis Pesantren: Potensi Menuju Reformasi Model Pendidikan Unggul', *Jurnal Akuntabilitas Manajemen Pendidikan*, 8.1 (2020) <https://doi.org/10.21831/jamp.v8i1.27871>.

[15] Ema Umiatul Husna, Muhammad Anshori, and Khoirun Nisa', 'Strategi Pembelajaran Program Bahasa Arab Dan Bahasa Inggris Untuk Meningkatkan Daya Saing Alumni Di Era Revolusi Industri 4 . 0 Di Pondok', *Journal of Education and Management Studies*, 4.1 (2021).

that students lack motivation in learning, especially learning English, low human resources caused by the laziness of the students in exploring various kinds of new knowledge in terms of knowledge and ability to communicate in English, and not allowing the use of cell phones freely.[16]

The results of Khairiah's research (2022) also show that the lack of students' ability to master English results in less ability to enter a decent job field, because teachers have not been able to develop curriculum, analyze learning abilities and have not been able to understand interactions with the world of education. This includes not having new ideas in the education system.[17] As the results of Margaret's research (2014) show that the pedagogic competence of teachers is still low, such as the lack of motivation, guidance and direction also from important figures in the environment of Pondok Pesantren Modern Darussalam Kepahiang, Bengkulu. Based on the problems mentioned above, the author is interested in analyzing in depth about the pedagogic competence of teachers in learning English for students at the Darussalam Kepahiang Islamic boarding school, by raising the title; "Analysis of Teachers' Pedagogic Competence in Learning English for Students at the Modern Islamic Boarding School Darussalam Kepahiang."

The purpose of this paper is to analyze the pedagogic competence of teachers in learning English in modern boarding school Darussalam Kepahiang. To facilitate the achievement of the objectives of this study, the author formulates it in three questions, namely (1) How is the pedagogic competence of teachers in modern boarding school Darussalam kepahiang?; and (2) How is the English language learning of students in modern boarding school Darussalam kepahiang?; and (3) How is the pedagogic competence of teachers in the learning of students in modern boarding school Darussalam kepahiang. These three questions are answered and discussed in the discussion section.

Metodhology

The research method used in this research is descriptive qualitative research. This research seeks to provide a systematic and thorough description of the actual facts and characteristics of certain populations that aim to reveal actual problems that are currently being experienced and collect information or data to be compiled, explained, and analyzed and map the pedagogic competence of teachers in learning English for students at Pondok Pesantren Modern Darussalam Kepahiang. In looking for appropriate and accurate data regarding the analysis of teachers' pedagogical competence in teaching English to students at the Modern Islamic Boarding School Darussalam Kepahiang is limited to the 2023-2024 academic year. Researchers used data collection techniques through observation interviews and documentation. Researchers analyzed related to understanding the education system and knowledge, developing and analyzing learning abilities, understanding interactions in the world of education, having new ideas in the education system, using Information Communication Technology (ICT) and understanding learning concepts and theories. Primary and secondary data sources, including from scientific articles, scientific books both printed and online, were then analyzed using Huberman's theory, namely

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[16] Setiawan and others.

[17] Khairiah Khairiah, 'Peran Fungsi Evaluasi Dalam Lembaga Pendidikan (Program Pembelajaran)', XV.1 (2022), 31–39.

data analysis consists of three stages: data reduction, where researchers select and sort out parts of the data that are discarded, then analyze these parts, and finally present and draw conclusions.[18]

Discussion

Teacher Pedagogic Competence

Teacher competence is the ability and skills of a teacher including knowledge, behavior, and expertise possessed before carrying out learning activities in the classroom, especially in a pesantren environment. Competence is also a collection of knowledge, attitudes and skills that a teacher has. Kriswanto & Hasanah (2021) define that competence is a combination of knowledge, skills, values and attitudes.[19] Competence is a combination of knowledge, skills, character and values, as well as attitudes that are reflected in the habits of thought and action of teachers.[20] Teacher competence is a qualitative descriptive characteristic of teacher attitudes that are apparent and meaningful. Teacher competence is also a qualitative description of meaningful teacher behavior.[21] Teacher competencies are used to describe teachers' professional abilities, namely the ability to

demonstrate knowledge and conceptualization to a higher level. These competencies can be obtained through education, training and other experiences in accordance with the respective competency levels.[22] Teacher competence is a combination of personal, scientific, technological, social, and spiritual abilities that kaffah form reliable teacher standard competencies, which include the ability to master subject matter, understanding of students, designing and implementing learning, personal development, and professionalism.[23]

Teacher pedagogical competence is an expertise possessed by a teacher including knowledge, behavior, and skills that are manifested in rational work results in a satisfactory manner and meet the desired goals and are beneficial to oneself and others.[24] Teachers' pedagogic competence is a major component, a professional standard, not just a code of ethics as a reliable rule of behavior regulated by certain methods and supervision systems. Competence is defined as a characteristic of efficient behavior related to exploration and investigation, analyzing and thinking, and distributing attention, as well as one's perception to create methods to achieve certain goals efficiently and effectively. Competence is not the end point of an endeavor, but rather a

[18] Michael Huberman, 'Linkage Between Researchers and Practitioners: A Qualitative Study', *American Educational Research Journal*, 27.2 (1990), 363–91 <https://doi.org/10.3102/00028312027002363>.

[19] Didi Kriswanto and Enung Hasanah, 'THE PRINCIPAL'S ROLE IN IMPROVING TEACHER COMPETENCE', *AL-TANZIM: Jurnal Manajemen Pendidikan Islam*, 05.03 (2021).

[20] Slamet Asari, Nur Fauziyah, and Sri Uchtiawati, 'Improving Teacher Pedagogic Competences in Remote Areas through Lesson Study Activity', *International Journal of Education and Literacy Studies*, 6.2 (2018) <https://doi.org/10.7575/aiac.ijels.v.6n.2p.53>.

[21] Rusdiana.

[22] Kriswanto and Hasanah.

[23] Eka Putri Fitriyani, Kasmadi Imam Supardi, and Yusuf Amin, 'Academic Supervision For Improving Pedagogical Competence of Classroom Teachers', *Educational Management*, 10.1 (2021).

[24] Abu Siri and others, 'Does Teacher Competence and Commitment Improve Teacher's Professionalism', *Cogent Business and Management*, 7.1 (2020) <https://doi.org/10.1080/23311975.2020.1781993>.

growing process and a lifelong education.[25] Thus, teacher pedagogic competence is a set of mastery of abilities, skills, values, and attitudes that are owned, lived, and mastered by teachers, especially English teachers, which comes from education and experience that can carry out teaching duties professionally.

Teacher pedagogic competence consists of various components, namely (1) mastering the characteristics of students, related to physical, intellectual, social, emotional, moral, and socio-cultural abilities; [26] (2) understand learning theories and principles of learning, such as identifying and using various approaches, strategies, methods, and techniques in the learning process that will educate students creatively in accordance with teacher competency standards;[27] (3) developing the curriculum such as compiling and implementing the syllabus in accordance with the curriculum objectives and using lesson plans that are in accordance with the objectives and learning environment, and being able to select, organize, and organize learning materials according to the needs of the students;[28] (4) learning and teaching processes such as compiling and implementing educational learning designs as a whole, implementing student activities, organizing and using various teaching materials and learning resources that are in accordance with the characteristics of students, if relevant, teachers use information communication technology (ICT) for learning purposes; [29] (5) developing the potential of students such as analyzing the learning potential of each student, and identifying potential development through learning programs to actualize their academic potential, personality, and creativity until there is clear evidence that students actualize their potential, analyzing learning outcomes to determine the level of progress, designing and implementing learning activities that encourage students to learn according to their respective skills and learning patterns, identifying talents, interests, potential, and learning difficulties of each student;[30] (6) communication with students, such as communicating effectively, empathetically, and politely, enthusiastically and positively with students, providing relevant responses to students' comments or questions, understanding and nurturing students' participation, providing open questions to answer with their ideas and knowledge, paying attention and listening to all students' questions and responses, without interrupting, responding to students' questions appropriately, correctly and up to date, in accordance with learning objectives and curriculum content, without embarrassing students, presenting learning activities that can foster good cooperation between students;[31] and (7) assessment and

[25] Mulyasa, 'Uji Kompetensi Dan Penilaian Kinerja Guru', *Uji Kompetensi Dan Penilaian Kinerja Guru*, 2013.

[26] Jamilah Sulaiman and Siti Noor Ismail, 'Teacher Competence and 21st Century Skills in Transformation Schools 2025 (TS25)', *Universal Journal of Educational Research*, 8.8 (2020) <https://doi.org/10.13189/ujer.2020.080829>.

[27] Siri and others.

[28] Siri and others.

[29] Yeni Yusnita and others, 'The Effect of Professional Education and Training for Teachers (PLPG) in Improving Pedagogic Competence and Teacher Performance', *Tadris: Jurnal Keguruan Dan Ilmu Tarbiyah*, 3.2 (2018) <https://doi.org/10.24042/tadris.v3i2.2701>.

[30] Abdul Basyit, 'MADRASAH DAN SEKOLAH ISLAM ELIT DI INDONESIA', *Rausyan Fikr : Jurnal Pemikiran Dan Pencerahan*, 15.1 (2019) <https://doi.org/10.31000/rf.v15i1.1366>.

[31] Mulyasa.

evaluation such as assessing the learning process and results on an ongoing basis, evaluating the effectiveness of the learning process and results and using the information from the assessment and evaluation results to design remedial and enrichment programs as material for preparing the next learning design.[32]

Santri English Learning

English language learning in Islamic boarding schools is required to have pedagogic competence to adjust the mood, motivation and enthusiasm of the students in learning English. Santri study average subjects (32 subjects in a week) such as religious education, science, social studies, technology, culture, and mastery of foreign languages such as Arabic and English.[33] A teacher who teaches English in a boarding school is required or requires pedagogic competence, high dedication and a great willingness of the students to learn and deepen English, because learning a foreign language will require patience, willingness, tenacity and discipline.[34] English language learning is also about developing English language skills in a contextual and acceptable manner in accordance with the context and conditions of students' daily lives.

Learning English gives students the ability to gain access to the outside world and understand different ways of thinking. The purpose of learning English is to increase the chances of making friends with other people from different countries. Learning English also allows one to communicate effectively with people around the world, makes traveling easier and helps one learn more about the various cultures of the world. The importance of learning English is that it allows one to communicate effectively with people around the world. English not only aids in communication, but also opens up access to educational opportunities, careers and international experiences including being a lifeskill. Learning English gives students the ability to gain access to the outside world and understand different ways of thinking. This understanding of socio-cultural and intercultural knowledge can improve critical thinking skills. With fluent English, a person is more confident when speaking with foreigners, thus increasing the opportunity to make friends with other people from various countries. Thus, students who are good at English have the opportunity to advance in their lives.

However, in the process of learning English, of course, there have been obstacles and obstacles, such as the lack of maximizing the learning outcomes of students, incomprehension of English pronunciation expressed at normal speed through listening material in reading skills, understanding reading texts lies in the lack of knowledge about reading material and ignorance of how to connect ideas between one sentence and another, difficult writing skills because it requires a complex and systematic thought process, difficult writing skills need to be improved, and difficult speaking is often also faced in learning English because of the lack

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[32] Yusminah Hala and Arifah Novia Arifin, 'Improving Teachers' Competence on the Use of Internet of Things for Teachers in the City of Makassar', *Journal of Community Service and Empowerment*, 1.3 (2020) <https://doi.org/10.22219/jcse.v1i3.12420>.

[33] Setiawan and others.

[34] Nurul Lailatul Khusniyah and Lukman Hakim, 'Efektivitas Pembelajaran Berbasis Daring: Sebuah Bukti Pada Pembelajaran Bahasa Inggris', *Jurnal Tatsqif*, 17.1 (2019), 19–33 <https://doi.org/10.20414/jtq.v17i1.667>.

of English vocabulary.[35]

Analisis Kompetensi Pedagogic Guru dalam Pembelajaran Santri

Analysis of the pedagogical competence of English teachers at Pondok Pesantren Modern Darussalam Kepahiang, including; (1) mastering the characteristics of students; (2) understanding learning theory and learning principles; (3) developing the curriculum; (4) conducting the learning and teaching process; (5) developing the potential of students; (6) communicating with students; and (7) conducting assessment and evaluation.

First, teachers master the learning characteristics of the santri in their class, can ensure that all students get equal opportunities to actively participate in the learning process.[36] Characteristics of students, including: (1) Teachers help develop the potential and overcome the shortcomings of students; (2) Teachers can organize classes to provide equal learning opportunities to all students who have physical limitations and different learning abilities; (3) Teachers try to find out the causes of students' deviant behavior so that this behavior does not harm other students; and (4) Teachers pay attention to students who have certain physical weaknesses so that they can participate in learning activities, so that these students are not marginalized, ridiculed, and inferior.[37]

Second, understanding learning theory and learning principles, meaning that the teacher is able to adapt learning methods to the characteristics and abilities of students and can motivate students to learn, including; (1) Teachers can provide opportunities for students to understand educational modules that are appropriate to their age and learning abilities through organizing various educational processes and activities; (2) Teachers confirm the level of students' explanations of educational modules and familiarize, organize and carry out further educational activities based on the level of students' explanations; (3) The teacher is able to explain the reasons for the implementation of the learning activities he/she carries out, the level of conformity and differences with the educational plan related to the success of education; (4) The teacher can use various methods to motivate the students' desire to learn; (5) The teacher designs educational activities that are interrelated with each other by taking into account the educational objectives and the learning process of the students; and (6) The teacher pays attention to the assumptions of students who do not understand the educational modules taught and can use them to improve the educational design used in the future.[38]

Third, teachers are able to develop the curriculum. This means that teachers are able to select, organize, and organize learning materials according to the needs of santri, including; (1) Compiling a syllabus in accordance with the applicable curriculum in the pesantren environment; (2) Designing lesson plans according to the syllabus to discuss certain teaching materials so that santri can achieve predetermined basic competencies; (3) Following the sequence of learning materials by paying attention to learning objectives; (4) Selecting teaching materials that meet learning

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[35] Sulaiman and Ismail.

[36] Tien Hui Chiang and Damien Trezise, 'How Teacher Competence Functions as an Institutionalised Discourse in the Epoch of Globalisation', *Cambridge Journal of Education*, 51.1 (2021) <https://doi.org/10.1080/0305764X.2020.1782352>.

[37] Chiang and Trezise.

[38] Siri and others.

objectives, are accurate and up-to-date, with the age and level of learning ability of santri, and are able to be implemented in the classroom according to the context of santri life.[39]

Fourth, teachers are able to carry out the learning process of students, organize and use various learning resources according to the characteristics of the students, including using information communication technology (ICT) for the benefit of learning, including; (1) Teachers carry out learning activities according to the design and implementation of activities that show that the teacher understands its purpose; (2) Teachers carry out learning activities that aim to help the learning process of students; (3) Teachers respond to mistakes made by students as a stage of the learning process; (4) Teachers conduct varied learning activities with sufficient time for learning activities that are appropriate to the age and level of learning ability and pay attention to the attention of students; (5) Teachers manage the class effectively without dominating or being busy with their own activities so that all santri time is used productively; (6) Teachers are able to use audio visual (ICT) to increase student motivation in achieving learning objectives; (7) Teachers provide many opportunities for santri to ask questions, practice, and interact with other santri; (8) Teachers organize the implementation of learning activities systematically to help the santri learning process; and (9) Teachers use teaching aids, and audio visual to increase santri motivation in achieving learning objectives.[40]

Fifth, teachers are able to analyze, identify the development of santri learning potential through learning programs to actualize academic potential, personality, and creativity until there is clear evidence that santri can actualize their potential. In addition, teachers analyze the learning outcomes of students based on all forms of assessment for each student, to determine the level of progress, teachers also design and implement learning activities that encourage students to learn according to their respective learning skills and patterns, properly identify the talents, interests, potential, and learning difficulties of each student.[41]

Sixth, teachers are able to communicate with students. This means that the teacher is able to provide complete and relevant responses to students' comments or questions, use questions to determine understanding and maintain students' participation, including providing open questions to answer with their ideas and knowledge, able to foster cooperation between students, listen, pay attention to all students' answers to measure the level of understanding of students.[42]

Seventh, teachers are able to assess and evaluate students. This means that teachers are able to assess the learning process on an ongoing basis, evaluate the effectiveness of the learning process and results and use information from the assessment and evaluation results to design remedial and enrichment programs. In addition to the formal assessment carried out by the boarding school, and being able to announce the results of the assessment and its implications for students regarding the level of understanding of the learning material that has been studied, so that the

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[39] Siri and others.
[40] Yusnita and others.

[41] Basyit.
[42] Mulyasa.

strengths and weaknesses of each student are known for the purposes of remedial and enrichment, the teacher uses input from students and reflects on it to improve further learning, and can provide it through notes, study journals, learning plans, additional materials, and use the results of the assessment as material for preparing the next learning plan.[43]

Based on the results of the analysis of the pedagogical competence of English language teachers at the modern boarding school Darussalam Kepahiang, it is quite good, because teachers have been able to understand the characteristics of students, understand learning theories and learning principles, develop curriculum, carry out learning and teaching processes to develop the potential of students to communicate with students; and have been able to conduct assessments and evaluations to their students.

Conclusion

Based on the results of the analysis above, it can be concluded that the pedagogical competence of English teachers at Pondok Pesantren Modern Darussalam Kepahiang is quite good, because English teachers have been able to understand the characteristics of students, understand learning theories and learning principles, develop curriculum, carry out learning and teaching processes, develop students' potential, communicate with students; and have been able to conduct assessments and evaluations to their students, including English teachers have skills in opening classes, mastering methods well, being able to manage the class before starting the material, and have skills in closing the class, and also the teacher always provides motivation at the

last meeting, so that the material is easily understood by the students.

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[43] Hala and Arifin.

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