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AN ANALYSIS OF 21ST CENTURY EFL TEACHERS' PEDAGOGICAL COMPETENCE REGARDING THE DIGITAL ERA

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Abstract: Teachers and students in the 21st century must be able to communicate, to adapt, and to keep up with the digital technology which characterized by the development of technology. It is inevitable that a teacher must be able to have a continual improvement in learning methods. This study aimed to analyze the 21st-century EFL teachers' pedagogical competence regarding digital era. In particular, the study is aimed to find out 1) EFL Teachers' perspective toward 21st-century teaching competence; and 2) the way the EFL teachers develop their 21st-century teachers' pedagogical competence regarding the digital era. This research uses a qualitative case study design which was conducted in a school at Malangbong. The participants of this study were EFL Teachers 10 at a school in Malangbong who were chosen by using the convenience sampling technique. To collect the data, the researcher combined the data obtained using an open-ended questionnaire and interview. The result of this study showed that the pedagogic competence of 21st-century teachers is very much needed because 21st century pedagogic competence is very beneficial for teachers and students. Teachers can be more creative in facilitating learning in this era because the 21st century is certainly related to technology and of course with the increasing pedagogic competence in the 21st century. Therefore, teachers must become facilitators and an inspiring teacher for students to maintain a positive classroom atmosphere.

Keywords: 21st century, pedagogical competence, digital era

INTRODUCTION

The use of technology has become an important part of the learning process, especially in the field of language because in every language class, technology is intended to help and advance language learning. According to Gençter (2015), teachers must boost students to get appropriate activities using computer technology to be effective language learning. Thus, the digital era of teachers and students in the 21st century must be able to communicate and adapt to follow the times with the development of problems that focus on technology. Therefore, a teacher must be able to improve her / his learning methods because they rethink the idea of integration. The inclusion of technology into the curriculum aims to embed technology into teaching to support learning. That is why, technology becomes an essential part of the learning experience and an important issue for teachers, from the very beginning to prepare the learning experience up to the teaching and learning process (Eady & Lockyer, 2013).

Teachers as educators in schools must have the best competence in their realm because the advancement of human civilization and technology needs professional teachers in carrying out their work. The competencies that must be possessed by a teacher include (1) professional competence, (2) pedagogical competence, (3) personality competence, and (4) qualitative social competence (Regulation of the Minister of National Education of the Republic of Indonesia 2007). According to Febrianis, Muljono, and Susanto (2010), there are 7 challenges for teachers in the 21st century, namely: (1) teaching in a multicultural society, teaching in a culturally diverse society with multilingual competence; (2) teaching for meaning construction, teaching for constructing meaning (concept); (3) teaching for active learning; (4) teaching with technology; (5) teaching with a new view of ability; (6) teaching and choice; and (7) teaching and accountability.

A teacher who has pedagogical competence is required to be able to follow the conditions in learning. They also must have teaching skills or teaching competencies (Hotaman, 2010). The strategy used by the teacher and its structure in the context of pedagogical knowledge is closely relevant to teacher learning strategies. Pedagogical competencies and skills lead teachers to be facilitator, trainers, models, evaluators, managers, and advocates (Amosun & Kolawole, 2015). Pedagogic competence is closely relevant to teacher learning strategies in implementing the teacher learning process to envision the best learning methods, strategies, materials, and resources. According to Payu (2011), the development of professional and pedagogical competencies is carried out by providing opportunities for teachers to increase knowledge and skills in building teaching materials and using various learning methods in the learning process. Providing opportunities for teachers to take the initiative and be creative in working can develop broad-minded insights and also make teacher time more effective.

The importance of pedagogical competence in online learning is the task of a teacher in developing teaching materials learning. Of course, a teacher must use strategies in learning by using online applications for learning and teachers can motivate themselves so that their students continue to follow the learning; that is what is included in pedagogical competence. According to Hirsh-Pasek et al. (2015), this intrinsic motivation factor can maintain student involvement in learning by using applications. The situation that demands staying at home will not reduce the teaching and learning process, teachers and students continue to interact to remain effective such as providing material, independent or group assignments, or assessments. According to Allen, Seaman, Poulin, and Straut (2016), it is very possible to state that online learning is an educational platform.

Previously, studies have been conducted on the similar topic (Ecem, & Bedir, 2020; Febrianis, Muljono, & Susanto, 2014; Masek, & Suhadi, 2018; Şahin, & Han, 2020; Siregar, Fauziati, & Marmanto, 2020; Suharyatia, Laihadb, & Suchyadic, 2019). Mostly, those previous studies report on the teachers' perspective towards 21st-century teacher pedagogical competence and the rest of previous studies research the pedagogic competence based learning model as well as its need-analysis. The study on the related topic but focusing on teacher development towards 21st-century pedagogical competence regarding the digital era need to be carried out. For that reason, the present study intends not only to reveal EFL Teachers' perspective toward 21st-century teaching competence but also to find out the way the EFL teachers develop their 21st-century teachers' pedagogical competence regarding the digital era.

METHODOLOGY

The researcher conducted a qualitative method design in the present study because the researcher's study is in the natural environment deal with trying to understand or explain cases. Accordingly, the intended cases are based on the meaning that people send to them (Denzin & Lincoln (2009). The participants of this study were ten EFL teachers in Malangbong. The sampling technique in this study was convenience sampling (also identified as Haphazard Sampling or Accidental Sampling) which is a kind of nonprobability or nonrandom sampling where all target population members fulfill certain practical criteria, such as easy accessibility, geographical

proximity, availability at a given time, or the willingness to take part is included for the study (Dörnyei, 2007).

The data collecting technique is important because data collection is to classify the types of data that will report the research questions (Creswell, 2012, p. 441). To answer the research questions of the study, data were collected by using two techniques, namely: an open-ended questionnaire and an interview. This study used an open-ended questionnaire to answer the first question given to ten EFL teachers and the second research question used a semi structured interview given to three EFL teachers.

With regards to data analysis, the researcher employed thematic analysis. As suggested by Braun and Clarle (2006), thematic analysis is defined as a beneficial method of analyzing qualitative data for researchers, providing the organization of data, seizing valuable information, and gaining the data analyzed to probe into their perceptions and strategies. The interview was directed using the participants' native language to help the participants in explaining appropriate details concerning the focused data. Then, the interview transcripts were given back to the participants. They were supposed to clarify whether or not the transcripts were proper to what they meant. So-called member checks at this stage were also conducted to grasp the trustworthiness degree.

FINDINGS AND DISCUSSION

As previously mentioned, this study aimed to analyze the 21st-century EFL teachers' pedagogical competence regarding digital era. In particular, the study is aimed to find out 1) EFL Teachers' perspective toward 21st-century teaching competence; and 2) the way the EFL teachers develop their 21st-century teachers' pedagogical competence regarding the digital era. The first research question was answered by EFL teachers' open-ended questionnaire; meanwhile the second research question is was answered by EFL teachers interviewed. The following discussion is the result of the analysed data:

EFL Teachers' Perspective toward 21st-Century Teaching Competence

The first research question was answered by EFL teachers' open-ended questionnaire. In this research, the primary data was used to answer the following question concerning "EFL Teachers' perspective toward 21st-century teaching competence". The questionnaire was focused to find out their perceptions about 21st-century teaching competence. In this case, there were 20 questions and have seven themes for this question.

The first theme is "facilitating and inspiring students to learn creatively". In answering these questions, the researcher concluded that students learn creatively with the use of various ways, for example by letting them read a foreign language book about a story or something. Then, the teacher let the students retell and develop ideas by learning a foreign language so that students will be more creative in class. This leads to the increase of the students' vocabulary. To support the data, one of the teachers (Participant 6) stated that:

"The way to make students active in class is to give or let students read books about learning foreign languages and then after reading they can explain or retell about the contents of the book. They must speak in English in order to help students to be more active in class and improve their vocabulary". (Teacher interview of Participant 6)

The second theme is "making and keeping a good classroom atmosphere". In answering these questions, the researcher concluded that teacher provide the students the opportunities to come forward, interact in class or answer questions, ask for something like going to the toilet in English so that it will increase vocabulary and student activity in class". To support the data, one of the teachers (Participant 6) stated that:

"Because teaching and learning activities are not only about teachers, so I always ask my students to come forward, try to answer questions. Also, I want them to be happy and make

them participate boldly in my class. I want them to be more confident in showing themselves and using English in class but I don't push them too much. I always say that they can mix Indonesian and English if they do not know the vocabulary". (Teacher Interview of Participant 6)

The third theme is "Using, scheming, and evolving digital media (video, audio, multimedia, etc.) to develop a good learning material, learning experience, and learning how to evaluate for students". In answering these questions, the researcher concluded that in term of students' learning creatively, teacher in an agreement towards using multimedia in learning which was done very often. The reason is that, in this era, most people can already use technology. Students will be more interested in if the learning use multimedia such as listening to songs, watching or doing quizzes. Even, now, assessments which are carried out by using technology make students more attentive and interested in technology so that students will be easy to be active in online and offline classes. To support the data, one of the teachers (Participant 10) stated that:

"Digital media should be included for the teaching and learning process, the use of technology as a learning medium really helped me as a teacher to convey material more easily and effectively. Also, the use of technology make the students more engaged in their learning, more fun and simplified, because students can be more expressive in using digital media to learn material. They also seem more interested in participating in classroom activities that involve the use of multimedia". (Teacher Interview of Participant 10)

The fourth theme is "Appreciating students for giving good ideas or efforts". In answering these questions, the researcher concluded that it is very important to give good efforts to students because giving it makes students feel valued and confident to share their ideas related to foreign language learning in class. Even if they answer incorrectly the teacher must also give rewards by saying things. This positive attitude will make students think that they are not just silent in class and make students active in answering questions even though they use a foreign language. To support the data, one of the teachers (Participant 5) stated that:

"Giving appreciation to students will motivate other students to learn English better than before and will make them even more enthusiastic in learning. Students who give incorrect answers will get different scores from students who answer correctly. However, I always give appreciation and motivation to those who do the exercises improperly, to do the exercises better than before". (Teacher Interview of Participant 5)

The fifth theme is "Motivating students by supporting their self-efficacy". In answering these questions, the researcher concluded that all participants agreed that motivating students would make them more confident in speaking or writing a foreign language because not all of students have high self-confidence so teachers need to provide self-efficacy to their students. Before teaching, they always design learning techniques and methods to ensure successful learning because each student has a personality that requires different treatment in maximizing their potential to learn English. To support the data, one of the teachers (Participant 5) stated that:

"Because the students who did not have confidence should be given high motivate to inspire their enthusiasm in learning, sometimes the students get bored with the same learning. So, I let them learn independently". (Teacher Interview of Participant 5)

The sixth theme is "Allowing the student to own some control over the learning process". In answering these questions, the researcher concluded that allowing students to have control over the learning process is possible, but it depends on the material to be taught in class. Also, giving decisions will lighten the load and they will be responsible for their decisions because it involves students in the learning process of teaching, or problem-solving. This can make students more disciplined in learning and more responsible for what they do because by giving students an

independent approach, at least the teacher can know the character and nature of students. To support the data, one of the teacher (Participants 5) stated that:

“Involving students in the learning and teaching process or solving problems can make students more disciplined in learning and more responsible for what they do because by giving students an independent approach, at least I can know the character and nature of the student. So I can direct these students to take responsibility for what they do”. (Teacher Interview of Participant 5)

The last theme is “Promoting communicative language learning and responsibility through activities and discussion”. In answering these questions, the researcher concluded that taking responsibility in the discussion would make teaching and learning activities more efficient because they would feel comfortable to speak when they were in their circle of classmates. So, by forming groups and discussing material together, they would be more responsible in discipline especially for themselves because by working together they can help each other by simply asking them to review what lessons have been learned and also to know their thinking. To support the data, one of the teacher (Participants 1) stated that:

“The students know the line when they are in my class. I think it makes the teaching-learning activity more efficient. Some students sometimes will feel comfortable to speak out when they are in their classmate’s circle. For that reason, sometimes I ask my students to make a group and discuss the material together. I also always ask my students’ opinions about an issue to make them brave in exploring themselves”. (Teacher Interview of Participant 1)

How Do the EFL Teachers Develop Their 21st-Century Teachers’ Pedagogical Competence Regarding the Digital Era?

The second research question was answered by EFL teachers interviewed that was started in the following question “How do the EFL teachers develop their 21st-century teachers’ pedagogical competence regarding the digital era”. There are 5 interview questions with the type of semi structured which have been administered to teachers.

The first question is “How do you develop learning with technology in this digital era?” Based on the teachers’ answer it can be concluded that the teacher develops learning with technology in all area of teaching learning process. It includes learning instructions, sources of learning materials, teaching and learning systems, changing the learning system that is usually face-to-face to online changing daily assignments, midterm exams, and student final exams, assessments. It is also done by giving freedom to students in finding information with technology.

The second question is “What support do you provide to students so that they can improve their 4C (Critical Thinking, Creativity, Communication Skills, and Collaboratively) in a Foreign Language?”. The answer of the interview question concludes that to support the 4C, teachers asks students to fill out digital quizzes related to skills to measure students' ability to think critically. Concerning the creativity, the teacher asks students to do tasks that do not limit the expression of their imagination such as making posters and to communicate the teacher asks students to speak and understand English. At last, let them chat immediately in groups so they can communicate in a foreign language.

The third question is “What online platform do you use frequently in learning? And why do you use it?” The answer of the interview questions concludes that the use of online teaching platforms for learning is google classroom, WhatsApp, and zoom because using the application is very easy for children to reach. Accordingly, it is practical and well organized, especially in giving and checking daily tasks, delivering the material, and listing the attendance. Regarding the audio, it is less effective for audio to be used, so he uses zoom in order that students can still get meeting”.

The fourth question is “What strategies are used for developing the pedagogical competence to encounter the 21st century?”. The answer of the interview implies that the teacher is very beneficial for students in an era that currently continues to improve technology.

The last question is “Are there still difficulties in providing learning using technology in this digital era?” The answer of the interview indicates that the economic becomes students’ constraints. Also, it is said by the teachers themselves that if they do not know technology while the students are quite fluent and familiar with technology, it will affect the implementation/activities in classroom learning.

DISCUSSION

From all the findings mentioned earlier, it is seen that the first research question has been answered by a questionnaire successfully. The findings concludes that 21st-century pedagogical competence is very influential and important in learning in today's digital era because by increasing this competence teachers can better understand and know how to alter the strategy for teaching materials and materials that will be implemented in the classroom. It is relevant to what is said by Amosun & Kolawole (2015) in that teachers broadly envisage the best possible methods, strategies, materials, and resources used for the learning situation. Also, it supports teachers to know how to use various types of play, diverse strategies for grouping learners, and different types of media and materials.

Consequently, the teaching knowledge and skills lead teachers to be facilitators, coaches, models, evaluators, managers, and advocates. In this regard, the teachers view that 21st-century pedagogic competence is almost relevant to the teacher's ability in integrating technology in the classroom. This is also confirmed by Parvin & Salam (2015) who emphasize that in the case of 21st-century education, classes are rare to find, particularly, language classes, which do not use technology in any form. Therefore, teachers of any teaching scope must engage the use of technology in their teaching. For them, technology is a very important role in 21st-century education.

In addition, to answer the second research question: "How do EFL teachers develop the pedagogic competencies of 21st-century teachers to face the digital era? “Researchers found that in developing teaching materials, teachers were very necessary for learning to use technology, namely changing instructions, sources of learning materials, teaching, and learning systems to be implemented, and assessment of technology as a whole. For example, using various online platforms such as Google classroom, zoom, or other useful applications because using technology during learning will provide students meaningfulness and usefulness in the future where the technology is commonly used every day. The position of the learning to learn approach and the contemporary digital transformations changes the focus on the expectation to know how to design digital environments to improve students' capacity to learn. Such two-dimensional stress is of precise significance for education and their teaching practice that is intended to prepare students’ future and the uncertainties that go with it.

CONCLUSION

The findings and discussion of the research concluded that the participants of this study showed perceptions of 21st-century learning. They agree that the pedagogic competence of 21st-century teachers is very much needed because 21st-century pedagogic competence is very beneficial for teachers and students. According to the teachers, in the 21st century, teachers can be more creative in facilitating the learning in this era because the 21st century is certainly related to technology, and of course with the increasing pedagogic competence, teachers must become facilitators and inspirations for students to maintain a positive classroom atmosphere. It is good to manage students to continue and to develop their language and the ability to communicate in foreign language. Teachers will further improve their abilities with technology so that students pay

more attention and are interested in technology. Consequently, students will find it easy to be active in online and offline classes.

To develop technology, the teachers' creativity, and to ask students to do assignments that do not limit the expression of their imagination lead the students to be more active in critical thinking. Besides, it affects the students' ability of speaking and understanding English. Improvement in this digital era by increasing pedagogical competence made students understand better. Changing the learning system that is usually face-to-face to online can be made by using zoom meetings, google classroom, meet, or several online platforms that are now widely used. It also change the daily assignments, midterm tests, student final tests, assessments, and finally freeing students in finding information with technological improvements that make teachers and students more technology literate. Although there are still difficulties in using technology such as people who are still unable to get signals or funds, with the improvement of technology teachers can provide students the assistance in understanding the correct technology. Thus, teachers can further improve understanding in technology as well.

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