

Teacher's Perceptions of the English Teacher Competences of Senior High School in Pangkep

Sri Fausyia, Syarifuddin Dollah*, & La Sunra

Universitas Negeri Makassar, Makassar, Indonesia

Abstract

The objective of this study is to find out teachers' perceptions of English teachers' competence in senior high schools in Pangkep. This study uses a qualitative method. The population of this study is teachers in senior high schools in Pangkep, with the sample consisting of English teachers in SMAN 2 Pangkep, SMAN 9 Pangkep, and SMAN 10 Pangkep. The research instrument used is interviews. The results show that English teachers' perceptions of competence include four aspects: professional competence, personality competence, pedagogical competence, and social competence, all of which are important and interrelated to carry out tasks effectively and professionally.

Keywords: Teacher's Competences, Perceptions, Senior High School.

1. Introduction

Improving the quality of education can be achieved through an effective learning process, which is a fundamental aspect of the education system. This success is highly dependent on the role and competence of teachers, especially English teachers, in creating an effective learning environment and managing students well (Tantawy, 2020).

According to the Teachers and Lecturers Law No. 14 of 2005, teacher competencies include knowledge, skills, and behaviors that must be mastered to carry out professional duties. Article 10 explains that teacher competencies consist of pedagogical, social, and professional competencies.

Ahmad (2017) showed that perceptions of teacher personality were good with an average score of 3.96, but needed improvement in terms of reprimanding students with good language, which scored 3.59. Changing negative emotions into positive ones can improve this, in accordance with Hil's opinion in Syukur (2015), that positive emotions are more effective and can increase happiness and motivation.

Syukur (2015) positive feelings are better to use than negative feelings because they can bring happiness and foster motivation. The researcher finds that in the challenges in the field related to the competence of English teachers, some teachers only carry out the role of teacher without fulfilling additional responsibilities such as guiding, nurturing, directing, developing, and shaping the personality of students.

Therefore, the researcher is interested in exploring this issue through a study entitled "Teacher's Perceptions of the English Teacher Competences of Senior High School in Pangkep".

2. Literature Review

2.1. Perception

a. Definition of Perception

According to Robbins (2007), perception is a process by which individuals organize and interpret their sensory impressions to give meaning to their environment. Meanwhile, according to Blake and Sekuler (2002), perception is a feeling that a person feels about certain things either consciously or unconsciously both from sight and hearing caused

* Corresponding author.

E-mail address: syarifuddindollah@unm.ac.id

by processes that occur in the brain. The researcher can conclude that perception is a process by which individuals can give meaning to the surrounding environment.

b. Types of Perception

According to Irwanto (2022), there are two types of perception, namely as follows:

1) Positive Perception

Positive Perception is one of the perceptions that describes positive information. In other words, a person's positivity can refer to a person's evaluation and has a positive meaning.

2) Negative Perception

Negative Perception is a type of perception that describes information that is negative or not in accordance with the perceived object. The researcher can conclude that with two types of perception, it can be said that a person's view of a situation can vary between positive and negative based on the information they receive.

2.2. Teacher Competence

Competence has many meanings. Some experts such as Burke (2015) suggest that teacher competence is a qualitative dedication to the meaningful behavior exhibited by a teacher. According to Charles as cited in Mulyasa (2009) competence is characterized as rational action that is satisfactory to meet the objectives for a desired condition.

In accordance with Law No. 14 of 2005 pertaining to teachers and lecturers' competence is described as a combination of knowledge, skills, and behaviors that teachers or lecturers are required to possess, embody, and master while fulfilling their professional responsibilities. According to Gronczi and Hager in Daryanto (2013) asserted that teacher competence involves a blend of knowledge, skill sets, abilities, attitudes, and values exhibited by a teacher in performing. Teacher competencies can be seen as an important selection tool for future teacher recruitment and can be used as a reference for teacher development.

It can be inferred that teacher competence refers to the capacity to perform rational actions or conduct while performing their duties or professional responsibilities. Behavior or action is said to be rational action because it has a clear purpose and direction, namely to enhance the educational experience, making it more engaging and enjoyable, thereby ensuring that students are able to capture material more easily. This definition above includes an understanding of knowledge, skills, and behavior law No.14 of 2005 regarding teachers and lecturers.

2.3. Types of Competences

In the context of the national education policy, there are four types of teacher qualifications as teachers according to Ministerial Regulation Law No. 16/2007 concerning Standards and Competences for Academic Qualifications for Teachers, namely:

a. Professional Competence

According to Wijaya and Rusyan (1992), the essential capabilities for teachers in the learning process include command over educational materials, effective management of learning programs, classroom organization, utilization of instructional media, mastery of educational foundations, adept handling of teaching and learning interactions, 15 assessment of student achievements for instructional improvement, familiarity with roles and initiatives, delivery of counseling and guidance services, and proficiency in managing school administration.

b. Pedagogical Competence

According to Mulyasa (2007), pedagogical competence involves effectively overseeing student learning, encompassing activities such as comprehending students, planning and executing instructional strategies, assessing learning outcomes, and fostering the development of students to realize their diverse potentials.

c. Personality Competence

According to Sumarni in Ramayulis (2013) describes that personality competencies refer to the admirable character traits of an individual such as patience or agility in facing challenges, and has a quick response in the face of a fall, a high work and learning ethic and always thinks positively.

d. Social Competence

According to Surya (2003) social competence is the requisite skill set for an individual to thrive in interpersonal relationships, encompassing abilities in social interaction and fulfilling social responsibilities. According to Law No. 19 of 2005, competence in social skills entails proficiency in communication and the ability to navigate successfully within the school and broader societal contexts.

3. Research Methods

This research used qualitative research methods. It was conducted from January to February 2024, starting with data collection until all data were gathered. The research took place at three school locations in Pangkep: SMA Negeri 2 Pangkep located at Jl. AS Dg Kalebbu No. 2 in the Segeri sub-district, SMA Negeri 9 Pangkep located at Jl. Bonto-Bonto in the Ma'rang sub-district, and SMA Negeri 10 Pangkep located at Jl. Lekosewa in the Labakkang sub-district. The total population included 3 English teachers. In analyzing the data with qualitative methods, the researcher used the theory from Miles and Huberman (2014), which involves data reduction, data display, and data verification.

4. Results and Discussion

This section presented the research findings. Firstly, it aimed to find out teachers' perceptions of English teachers' competence in senior secondary schools in Pangkep Regency. The following are the results of the data analysis:

Perception was the process by which individuals understood, interpreted, and gave meaning to information received through their five senses. Data regarding teacher perceptions of teacher competence was obtained through an interview process.

4.1. Definition of Teacher Competences

Extract 1

(S/19/02/2024)

"...guru harus memiliki keempat kompetensi karena ini berkaitan dengan tugas dan tanggung jawab yang dilakukan oleh seorang guru..."

[...Teachers must have the four competencies because these relate to the duties and responsibilities carried out by a teacher...]

Based on the statement above, it was explained that teacher competence was a requisite for all teachers. There were several competencies that teachers had to possess, including personality competence, pedagogical competence, professional competence, and social competence. Among these four competencies, teachers were expected to possess all of them as they were closely tied to the duties and responsibilities inherent in the role of a teacher. Essentially, these four competencies were inseparable; whatever actions a teacher undertook had to be interconnected with each of them.

Extract 2

(F/16/02/2024)

"...Kompetensi guru adalah kompetensi yang harus dimiliki oleh seorang guru apalagi di era sekarang guru harus mempunyai kompetensi untuk menunjang sebagai seorang guru profesional..."

[...Teacher competence is a competence that must be possessed by a teacher, especially in the current era, teachers must have the competence to support themselves as a professional teacher...]

Based on the statement above, it was explained that teacher competence was a very important aspect and had to include various elements such as pedagogical, social, personality, and professional competence. All of these elements were interrelated and supported each other in creating professional and effective teachers. Deficiencies in one of these competencies could affect the overall performance of the teacher. Therefore, in the current era of education, teachers need to have comprehensive competencies to fulfill their role as professional teachers.

Extract 3

(R/21/02/2024)

“...Kompetensi pedagogik diterapkan langsung di kelas, kompetensi profesional menghubungkan materi dengan pedagogik, sementara kompetensi kepribadian memengaruhi interaksi sosial guru di lingkungan sekolah...”

[...Pedagogical competence is applied directly in the classroom, professional competence connects material with pedagogy, while personality competence influences teachers' social interactions in the school environment...]

Based on the statement above, it was explained that teacher competencies consisted of four aspects: pedagogical, professional, personality, and social competencies. Each aspect was interrelated and crucial in shaping an effective teacher. Pedagogical competencies were directly applied in classroom teaching, while professional competencies connected knowledge to teaching practice. Personality competencies aided teachers in social interactions at school, while social competencies facilitated adaptation to the work environment and society in general.

4.2. Emotional Condition Issue of English Teacher

Extract 4

(S/19/02/2024)

“...pembelajaran berdiferensiasi peserta didik diberikan keleluasaan pembelajaran dengan catatan bukan sebebas-bebasnya untuk menentukan...”

[...in differentiated learning, students are given the freedom to learn with notes, not to be free to decide...]

Based on the statement above, it was explained that in the independent curriculum, there was an emphasis on diagnostic analysis before starting learning. Teachers were expected to be able to analyze students' conditions to determine their talents, abilities, and learning preferences. Differentiated learning was also emphasized, where students were given freedom by considering their abilities, interests, and talents. Teachers had to give students the opportunity to determine their assignments according to their abilities and interests, rather than imposing the same standards on all students. This was important because many students felt pressured by assignments that were considered burdensome, so it was necessary to provide flexibility in learning approaches, including utilizing technology such as PowerPoint via Canva to complete assignments.

Extract 5

(F/16/02/2024)

“...guru tersebut harus pintar-pintar memahami dan mengerti kondisi peserta didik...”

[...The teacher must be smart in understanding and comprehending the students' conditions...]

Based on the statement above, it was explained that managing a class posed a significant challenge for a teacher. This was because teachers had to deal with various characters and different levels of ability among students, stemming from variations in their backgrounds. Concerning learning ability, there were students who grasped the material quickly, those who were slower, and those who required extra attention from the teacher. Therefore, it was important for teachers to convey information effectively so that it could be accepted and understood by all students. Additionally, the presence of students with physical limitations necessitated teachers to understand and adapt to the individual conditions of the students. If there were students who struggled to comprehend the material, the teacher needed to find solutions so that they could still acquire knowledge according to their abilities. This highlighted that education shouldn't be approached uniformly, but should take into account the special conditions of students. With an inclusive approach to education, teachers were expected to comprehend and adapt to the needs and limitations of students, even if it meant adjusting standards to accommodate learning to students' abilities.

Extract 6

(R/21/02/2024)

“...guru mendekati untuk membujuk dan mencari tahu masalah yang sedang dialaminya sehingga kurang semangat untuk belajar...”

[...the teacher approaches to persuade and find out the problems she is experiencing so he is less enthusiastic about learning...]

Based on the statement above, it is explained that as a teacher, if there are students who seem indifferent or reluctant to do their assignments, I will approach them to persuade them and find out what problems they are experiencing so they are less enthusiastic about learning. After knowing the problem, I will ask trigger questions to elicit answers from the students. Next, I will provide advice and solutions so that students can face challenges in learning that day. In conclusion, my approach is to approach, ask about the problem, identify the obstacles, and provide the right solution.

4.3. Triggering Aspect of English Teacher Competences

Extract 7

(S/19/02/2024)

“...rekan kerja sangat penting karena guru harus ada relasi yang baik dan komunikasi yang baik...”

[...Colleagues are very important because teachers must have good relationships and good communication ...]

Based on the statement above, it was explained that the social competence referred to was not only limited to relationships with students but also involved interpersonal relationships between fellow teachers in the school environment. As teachers, it was important for us to have the skills to build good relationships, communicate effectively, and interact positively with colleagues at school. In an effort to build social competence, it was important to demonstrate mutual respect, openness, assistance, and cooperation. Education was not an individual effort but a collective one. When there was smooth communication, productive collaboration, and mutual respect between school staff, the implementation of school programs ran effectively. For example, I myself tried to improve my social competence by collaborating with English teachers at MGMP in an effort to create something beneficial for the development of students.

Extract 8

(F/16/02/2024)

“...teman sejawat bisa menjadi teman umpan balik bagi kita untuk mengukur atau meminta penilaian...”

[...Peers can be feedback friends for us to measure or ask for assessments...]

Based on the statement above, it was explained that colleagues were very important because teachers needed communication and social interaction, especially with fellow teachers. Colleagues could serve as a valuable source of feedback to evaluate the teacher's ability to manage the classroom, as well as partners to share experiences in the learning process. Thus, this could be a positive factor in improving teachers' abilities in their role as educators.

Extract 9

(R/21/02/2024)

“...Rekan kerja sangat berarti bagi saya, karena dalam lingkungan kerja kelas, terkadang kita memerlukan bantuan atau informasi yang mungkin tidak kita ketahui...”

[...Colleagues mean a lot to me, because in a classroom work environment, sometimes we need help or information that we may not know...]

Based on the statement above, it was explained that colleagues had a very important value for me, considering that in a classroom work environment, there were situations where we might not have certain knowledge that could be assisted by colleagues. Openness to communicate and ask questions was key because we believed that we always developed through a continuous learning process.

4.4. Personal Problem of English Teacher

Extract 10

(S/19/02/2024)

“...Saya sangat tidak setuju karena, akan mengakibatkan lagi banyak problem bagi dirinya sendiri dan rekan kerjanya...”

[...I really don't agree because it will cause more problems for himself and his co-workers...]

Based on the statement above, it was explained that it became a problem if it was like that. This actually concerned professional competence whatever the real problem was outside of school, especially family problems, it should not have been brought into school because it clearly affected it. I really didn't agree because it caused more problems for oneself and one's co-workers.

Extract 11

(F/16/02/2024)

"...jangan pernah membawa masalah pribadi apapun kedalam profesi anda sebagai seorang guru..."

[...Never bring any personal problems into your profession as a teacher...]

Based on the statement above, it was explained that a teacher had to have strong self-control. Personal problems were not supposed to be expressed in the school environment, where a teacher was considered a professional who had to maintain his or her competence. Even though they faced problems outside of school, a teacher was expected to maintain professionalism when in the school environment. All personal problems experienced by teachers were supposed to remain private and not be brought into the school environment. This posed a challenge for teachers to continue developing themselves so they could adapt to increasingly advanced educational developments, especially with the growing digitalization system. So, teachers weren't supposed to bring their personal problems into their profession as teachers.

Extract 12

(R/21/02/2024)

"...Secara pribadi terkadang saya sering seperti itu..."

[...Personally, sometimes I often like that...]

Based on the statement above, it was explained that personally, I sometimes experienced this. However, to solve this problem, I addressed the problems at home before entering the school environment. When I arrived at school, I was committed to focusing on my duties and responsibilities as a teacher with professionalism. After returning home, I reflected on the problems I faced to find the right solutions.

This section presents a discussion of the research findings. As mentioned earlier there are three problem statements proposed in this study. The objective of this study is to find out the teachers' perception of English teacher competencies at senior high schools in Pangkep. The discussion of the two research objectives is described in the following explanation.

a. Definition of Teacher's Competences

The research found that teacher competence was a vital fundamental for an educator. They identified several dimensions of teacher competence that included professional, pedagogical, personality, and social aspects. The importance of all these competencies could not be doubted as they were closely related to the roles and responsibilities of a teacher. Therefore, it was important to remember that teacher competence was an inseparable entity, as each element complemented and interacted with each other.

Based on the findings described by Dahlia (2021), teacher competence is deemed a fundamental aspect that every educator must possess. Four key competencies are identified including professional competence, pedagogical competence, social competence, and personality competence. Pedagogical competence refers to the teacher's ability to manage the learning process, while professional competence encompasses a variety of skills related to professional practice. Meanwhile, personality competence reflects the individual's personal abilities, and social competence pertains to the teacher's ability to interact with peers and the school environment in carrying out their duties. It is emphasized that these four competencies cannot be separated they are interrelated and influence each other within the context of education.

Similarly, Law No. 14/2005 on Teachers and Lecturers stated that teacher competencies included pedagogical competence, personality competence, social competence, and professional competence. The results of previous research also showed harmony with the theory, confirming that teacher competence consisted of the same four aspects, namely professional, pedagogical, social, and personality. It was concluded that the findings regarding the definition of teacher competence were in line with theory and previous research. Therefore, for a teacher, it is

important to master all these areas in order to teach effectively, respond well to students' needs, build positive interpersonal relationships, and engage in continuous self-development.

b. Emotional Conditional Issue of English Teacher

Research showed that one example of emotional and conditional problems often faced by English teachers was in the context of curriculum learning. It is important for a teacher to be able to apply diagnostic analysis in the teaching process in order to understand students' conditions, including their aptitudes, abilities, and learning preferences. Thus, the teacher could develop learning strategies that suited the students' individual abilities, interests, and aptitudes. Flexibility in assigning tasks and learning approaches was also highly emphasized.

The challenges faced by a teacher were increasingly complex because students had diverse characters, ability levels, and backgrounds. Teachers were expected to understand these differences and provide appropriate treatment according to individual needs. In addition, teachers were also expected to approach students who seemed less enthusiastic or indifferent in doing assignments, listen to their problems, and provide appropriate assistance and solutions.

According to the findings of Goleman (2021), the emotional state is very important for a teacher. Teachers are expected to have the ability to recognize, understand, and respond to students' emotions in order to create an inclusive and supportive learning environment. Vygotsky's theory (2011) also emphasizes the importance of emotional states in students' learning and development, given that diverse backgrounds affect the way they learn and interact in an educational setting.

Research by Whiti (2020) also shows that each student has different characteristics. Therefore, teachers need to understand students' individual characteristics to effectively manage the learning process. Fair and non-discriminatory treatment of all students is highly emphasized, including in overcoming the problem of a lack of enthusiasm for learning.

From these findings, in accordance with theory and previous research, it can be concluded that the emotional state issues faced by a teacher included the ability to analyze students' conditions to determine their talents, abilities, and learning preferences. Therefore, understanding and managing teachers' emotional states was crucial in creating a supportive work environment and improving their mental and emotional well-being.

c. Triggering Aspect of English Teacher Competences

The researcher highlighted that one of the factors that could trigger and improve a teacher's competence was interaction with coworkers. Colleagues played an important role in developing teacher competence because teachers needed communication and social interaction, especially with fellow educators. In addition, colleagues could also be a valuable source of feedback to gauge a teacher's ability to manage the teaching and learning process.

The findings revealed by Sanaky (2018) underline that interaction with colleagues, where a teacher can collaborate in planning lessons, exchanging ideas, and sharing teaching experiences, is one of the factors that can trigger teacher competence. Colleagues can also provide the necessary support, including offering input, advice, and constructive feedback.

This finding was in line with theory and previous research, confirming that interaction with colleagues could be one of the important triggers in developing a teacher's competence. Through the exchange of ideas, feedback, and support from fellow educators, a teacher could broaden their horizons on effective teaching practices, identify areas for improvement, and adopt new strategies that could enhance the quality of learning. Thus, interaction with colleagues not only enriches a teacher's professional experience but also plays a role in developing competencies relevant to their duties and responsibilities in an educational context.

d. Personal Problem of English Teacher

Research confirmed that teachers should not have brought their personal problems into the school environment. The consensus from several teachers was that bringing personal problems into the school realm could interfere with their professionalism and teaching quality. The challenge for teachers was to continue to adapt to the advancing development of education, including the era of digitalization, while ensuring that personal issues did not interfere with their performance as educators.

Based on the findings described by Susanti (2021), emphasize that this can hinder the professionalism and quality of teacher teaching. Therefore, teachers are expected to avoid bringing personal problems to the school environment.

On the other hand, Rosni (2022) highlights that a teacher has the responsibility to provide quality teaching and support student development. Bringing personal problems into the school environment can distract teachers from their important tasks. Thus, teachers are expected to separate their personal problems from the school environment in order to carry out their duties and responsibilities professionally.

The findings of this study were consistent with theory and previous research, emphasizing that a teacher's personal problems should not have been brought into the school environment as it could interfere with their teaching quality and professionalism. Thus, it was important for every teacher to be able to manage their personal problems outside the school environment so that they did not interfere with concentration or the quality of teaching in the classroom. Maintaining professionalism and focus on educational tasks was important for a teacher, even when they faced personal challenges.

5. Conclusion

Based on the findings and discussion in the previous chapter, the researcher can conclude several points as follows:

- a. Teacher competence is a very vital fundamental for an educator. Competences were divided into four, namely professional, pedagogical, personality, and social. The overall importance of these competencies could not be doubted as they were closely related to the role and responsibilities of a teacher. Therefore, it was necessary to remember that teacher competence was an inseparable unit because each element complemented and interacted with each other.
- b. Emotional condition problems faced by a teacher include the ability to analyze students' conditions in order to determine their talents, abilities, and learning preferences. Therefore, understanding and managing teachers' emotional states was very important in creating a work environment that supported and improved their mental and emotional well-being.
- c. One of the factors that could trigger teacher competence was colleagues. Colleagues could be an important trigger in developing a teacher's competence. Through the exchange of ideas, feedback, and support from fellow educators, a teacher could broaden their horizons about effective teaching practices, identify areas for improvement, and adopt new strategies that could improve the quality of learning.
- d. A teacher's personal problems should not have been brought into the school environment because it could interfere with the quality of their teaching and professionalism. Thus, it was important for every teacher to be able to manage their personal problems outside the school environment so that they did not interfere with concentration or the quality of teaching in the classroom. Maintaining professionalism and focus on educational tasks was important for teachers, even when they faced personal challenges.

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