



CULTIVATING CHARACTER IN STUDENTS: THE IMPACT OF ENGLISH TEACHERS' PEDAGOGICAL COMPETENCE

Mustaqimah¹, Reskyani², Andi Adisaturrahimi²

¹²³Universitas Negeri Makassar

Corresponden Email:

¹*mustaqimahmt@gmail.com*

²*reskyani9877@gmail.com*

³*adisaturrahimiandi@gmail.com*

Abstract

The purpose of this study is to investigate how the pedagogical competency of English language teachers relates to student character development. It also tries to explore the obstacles and strategies that these teachers confront when incorporating character development into their teaching techniques. Adopting a qualitative approach, this research utilizes content analysis design. The methodology involves a comprehensive review of relevant scholarly articles, focusing on the intersection of pedagogical competence and character building in English language education. The purpose of this analysis is to better understand the impact of pedagogical competences on character development, as well as to identify the problems and effective solutions employed by teachers. According to the findings, pedagogical competency in English language teachers is critical in forming components of student character such as integrity, empathy, and responsibility. Teachers confront difficulties such as limited instructional time and resources. However, effective tactics have been developed, such as interactive and collaborative teaching approaches and the incorporation of character values into lesson content. This study can help educators and policymakers plan and implement English language education programs that include not just linguistic competency but also character development.

Keywords: Character, English Teaching, Pedagogical Competence.

Abstrak

Tujuan dari penelitian ini adalah untuk mengetahui bagaimana kompetensi pedagogik guru bahasa Inggris berhubungan dengan pengembangan karakter siswa. Penelitian ini juga mencoba

mengeksplorasi hambatan dan strategi yang dihadapi para guru ketika memasukkan pengembangan karakter ke dalam teknik pengajaran mereka. Dengan menggunakan pendekatan kualitatif, penelitian ini menggunakan desain analisis isi. Metodologi ini melibatkan tinjauan komprehensif terhadap artikel ilmiah yang relevan, dengan fokus pada titik temu antara kompetensi pedagogi dan pembangunan karakter dalam pendidikan bahasa Inggris. Tujuan dari analisis ini adalah untuk lebih memahami dampak kompetensi pedagogik terhadap pengembangan karakter, serta untuk mengidentifikasi permasalahan dan solusi efektif yang dilakukan guru. Berdasarkan temuan tersebut, kompetensi pedagogik guru bahasa Inggris sangat penting dalam membentuk komponen karakter siswa seperti integritas, empati, dan tanggung jawab. Guru menghadapi kesulitan seperti terbatasnya waktu dan sumber daya pengajaran. Namun taktik yang efektif telah dikembangkan, seperti pendekatan pengajaran interaktif dan kolaboratif serta penggabungan nilai-nilai karakter ke dalam isi pelajaran. Studi ini dapat membantu para pendidik dan pengambil kebijakan merencanakan dan melaksanakan program pendidikan bahasa Inggris di sekolah menengah yang tidak hanya mencakup kompetensi linguistik tetapi juga pengembangan karakter.

Kata Kunci: Karakter, Pengajaran Bahasa Inggris, Kompetensi Pedagogis.

A. INTRODUCTION

Character development in students is becoming more essential in the growing educational landscape, particularly in the setting of secondary school education. This understanding extends beyond academic competencies to teachers' important role in forming students' moral and ethical perspectives (Gardner, 2021). The pedagogical skills of English language teachers and their effect on student character development is the focus of this study.

In recent years, there has been an increasing emphasis on learners overall development, with character development considered as just as important as intellectual satisfaction. This viewpoint is based on the concept that education is about more than just transferring knowledge; it is also about instilling positive attitudes and habits (Dewi & Alam, 2020). In this context, the role of teachers, particularly those teaching fundamental topics like English, becomes critical. English language teachers are frequently in a unique position since they engage students in not only linguistic growth but also cultural and ethical conversations, giving an ideal environment for character development (Corbett, 2022).

However, character building in the context of English language teaching presents its own set of challenges. One major challenge is integrating character education into the existing curriculum without compromising the linguistic objectives of the course (Abdullah et al., 2019). Additionally, the diverse backgrounds of students in terms of culture, language, and values add complexity to how character education is approached and implemented.

Moreover, the pedagogical strategies employed by teachers significantly influence the effectiveness of character education. The capacity of teachers to include character-building components into their teaching methods, classroom management, and interaction with students is critical (Arifudin & Ali, 2022; Norrahman, 2023; Riyadi et al., 2023). The purpose of this research is to investigate these dynamics,

concentrating on how teachers' pedagogical competency fosters character development, the problems they experience, and the techniques they use to overcome these challenges.

Thus, the context sets the stage for a detailed examination of the intertwined roles of pedagogical competence and character development English language education. It emphasizes the importance of this research in contributing to a greater understanding of educators' roles in developing students who are not just academically proficient but also ethically and morally sound.

This article answered these questions:

1. How does the pedagogical competence of English language teachers contribute to the character development of students?
2. What challenges and strategies do English language teachers s' face in integrating character development into their teaching?

B. LITERATURE REVIEW

1. EFL Pedagogical Competence

The issue of pedagogical competency has been studied widely in the context of teaching English as a Foreign Language (EFL). Pedagogical competence is a group of skills and knowledge that teachers must possess in order to successfully demonstrate the material they are teaching, in this particular instance English, to non-native speakers. This includes not only linguistic proficiency but also an understanding of best practices in teaching, classroom management, lesson planning, and evaluation processes.

Several researches have shown the significance of educational competency in shaping student outcomes. For example, research shows that teachers with excellent pedagogical skills are more likely to generate an environment conducive to language acquisition, hence improving students' English proficiency (Salehizadeh et al., 2020). These skills are especially important in EFL contexts, where students frequently confront unique problems due to linguistic and cultural differences.

Furthermore, the literature examines the changing nature of EFL instructional competency in the digital age. With the advancement of technology in education, EFL teachers must successfully integrate digital resources into their teaching practice. This integration necessitates the acquisition of new skills, which are commonly referred to as technological pedagogical content knowledge (TPACK) (Mishra & Koehler, 2006). The intersection is emphasized in the TPACK framework.

Another key factor addressed in the research is the function of instructional skill in character development. Character education, which teaches pupils about values and ethics, is becoming more widely regarded as an important component of language education. EFL teachers have the chance to influence students' character development through their teaching approaches, encouraging values such as empathy, respect, and intercultural understanding (Karras, 2021; Sakkir et al., 2021).

The literature also mentions difficulties in acquiring and executing these competencies. Teachers' capacity to effectively use their pedagogical skills might be hampered by factors such as limited resources, a lack of professional development opportunities, and learners' different demands. As a result, research has argued for specialized teacher training programs and institutional assistance to improve the pedagogical competency of EFL teachers (Darling-Hammond, 2010).

Finally, the literature highlights the diverse nature of EFL teaching capacity. Effective EFL teaching clearly goes beyond language training, embracing a wide

range of skills and knowledge that are critical in shaping not only students' language ability but also their character and intercultural competency.

2. Students Character Development

Character development in kids is a complicated process that is firmly ingrained in the educational system. The literature in this topic emphasizes the critical role of schools and educators in developing fundamental character traits like empathy, responsibility, integrity, and resilience. According to Lickona (1996), character education is just as vital as intellectual learning, and schools play a critical role in forming students' moral dimensions. Noddings (2002) agrees, emphasizing the need of caring connections in schools for moral instruction.

Recent research has evolved to a more holistic approach to character development, incorporating it within the larger curriculum rather of considering it as a separate entity. Berkowitz (2021) demonstrate the efficacy of this integrated approach by illustrating how character education may be woven into daily teaching and learning activities. This integration is particularly relevant in language education, where discussions on literature, culture, and social issues provide natural opportunities for character development.

The literature also emphasizes the importance of teachers in character education (Alya et al., 2022; Qoyyimah, 2016; Susanto & Zasrianita, 2023). Teachers are more than just teachers; they are role models and mentors who influence students' moral growth. Wentzel (2016) highlights the importance of teacher-student connections in students' motivation and moral development, claiming that teachers who promote a caring and encouraging classroom atmosphere are more likely to instill desirable character characteristics in students they teach.

Challenges in character education are also a recurrent theme. The diversity of values and opinions among students is one of the most significant difficulties. According to Pike et al. (2021), teachers must manage these divergent viewpoints while promoting universally accepted principles. Additionally, the increasing influence of technology and social media poses new challenges for character education, as suggested by Lenhart (2015), necessitating an adaptation in strategies to address the digital aspects of students' lives.

Overall, the evidence suggests that character development in kids is an important and difficult part of education that necessitates careful integration into the curriculum as well as a supportive, value-driven school environment.

C. RESEARCH METHOD

This study used a qualitative research technique with an emphasis on content analysis to investigate the dynamics of pedagogical competence in English language teachers and its impact on student character development. A comprehensive review of available literature was done for the content analysis. This entailed a thorough review of relevant research papers that provided insights into various dimensions of pedagogical competence and character development in the context of teaching English. The research articles were selected for their relevance to the investigation questions, with a focus on studies that explored the significance of pedagogical abilities in character development, obstacles experienced by English teachers, and techniques used to overcome these challenges. The data from these publications was painstakingly evaluated in order to uncover significant themes and patterns. The content analysis technique was followed, which included coding, categorizing, and interpreting the data to reach relevant results. This strategy allowed for a thorough

synthesis of existing knowledge on the subject, laying the groundwork for comprehending the complexities of pedagogical competency in connection to character development education.

D. FINDINGS AND DISCUSSION

In the finding of the first research question, the pedagogical competence of English language teachers plays a crucial role in contributing to the character development of students. The document highlights the significance of instructional materials, particularly narrative stories, in instilling character values in students. However, it emphasizes that English language teachers, particularly at the elementary level, face challenges in implementing character building processes due to the lack of suitable teaching materials. This underscores the importance of pedagogical competence in addressing this obstacle. With proper pedagogical competence, teachers are better equipped to select or develop appropriate instructional materials that align with the desired character values, effectively integrating character education into their English language classes (Alya et al., 2022; Qoyyimah, 2016; Susanto & Zasrianita, 2023). Therefore, the pedagogical competence of English language teachers holds substantial influence over the successful implementation of character development processes.

Moreover, the document underscores that the competence of English language teachers extends beyond the mere transmission of language skills. Teachers are tasked with actively integrating character education values into their lesson plans, syllabi, and teaching materials, emphasizing religious, responsible, moral, and disciplined character values in the learning process. Their engagement in dialogue and interaction with students is essential in determining the true value of life and instilling character values. Therefore, the pedagogical competence of English language teachers significantly contributes to character development by creating an atmosphere and various learning experiences that meet the prepared curriculum and support the integration of character education into language learning.

Furthermore in the second research question based on the finding, the challenges faced by English language teachers in integrating character development into their teaching include limited time allocation for exploring the values embedded in narrative stories and the lack of supporting teaching materials. However, strategies to overcome these challenges include using suitable teaching materials aligned with desired character values, employing interactive and participative teaching methods, modeling positive behavior, and incorporating local narrative stories to enhance student engagement.

E. CONCLUSION

The researchers find the challenges English language teachers face in integrating character development into their teaching, particularly through narrative storytelling. The article emphasizes the importance of pedagogical competence in creating an atmosphere that promotes character education and mentions the need for suitable instructional materials to support the teaching of character values. It also highlights the role of teachers in integrating character education values into lesson plans, syllabus, and teaching materials. Additionally, it emphasizes the importance of

dialogue and interaction between students and teachers in instilling character values. Overall, the document underscores the crucial role of teachers and the need for suitable instructional materials in effectively implementing character building processes in English language education.

REFERENCES

- Abdullah, I., Hidayana, B., Kutaneegara, P. M., & Indiyanto, A. (2019). Beyond school reach: Character education in three schools in Yogyakarta, Indonesia. *Journal of Educational and Social Research*, 9(3), 145.
- Alya, F., Salsabillah, T., Putri, R. A., & Noviyanti, S. (2022). Kesulitan Guru Bahasa Inggris Dalam Membangun Karakter Melalui Cerita Naratif Di Sekolah Dasar Di Indonesia. *Jurnal Pendidikan Dan Konseling (JPDK)*, 4(3), 272–277.
- Arifudin, O., & Ali, H. R. (2022). Teacher Personality Competence In Building The Character Of Students. *International Journal of Education and Digital Learning (IJEDL)*, 1(1), 5–12.
- Berkowitz, M. W. (2021). *PRIMED for character education: Six design principles for school improvement*. CRC Press.
- Corbett, J. (2022). *An intercultural approach to English language teaching*. books.google.com. https://books.google.com/books?hl=en&lr=&id=SpXjEAAAQBAJ&oi=fnd&pg=PT7&dq=pedagogical+teaching+analysis+in+english+teaching&ots=xaAempIhGh&sig=30Rhl_XZjSGMhbU313bkV3we0vE
- Darling-Hammond, L. (2010). Teacher education and the American future. *Journal of Teacher Education*, 61(1–2), 35–47.
- Dewi, E. R., & Alam, A. A. (2020). Transformation Model for Character Education of Student. *Cypriot Journal of Educational Sciences*, 15(5), 1228–1237.
- Gardner, H. (2021). *Disciplined mind: What all students should understand*. Simon & Schuster.
- Karras, I. (2021). Raising Intercultural Awareness in Teaching Young Learners in EFL Classes. *Research Papers in Language Teaching & Learning*, 11(1).
- Lenhart, A. (2015). *Teens, social media & technology overview 2015*.
- Lickona, T. (1996). Eleven principles of effective character education. *Journal of Moral Education*, 25(1), 93–100.
- Mishra, P., & Koehler, M. J. (2006). Technological pedagogical content knowledge: A framework for teacher knowledge. *Teachers College Record*. <https://doi.org/10.1111/j.1467-9620.2006.00684.x>
- Noddings, N. (2002). *Educating moral people: A caring alternative to character education*. ERIC.
- Norrahman, R. A. (2023). Character Education Management Planning in Early Childhood Education. *Indonesian Journal of Education (INJOE)*, 3(2), 275–291.
- Pike, M. A., Hart, P., Paul, S.-A. S., Lickona, T., & Clarke, P. (2021). Character development through the curriculum: teaching and assessing the understanding and practice of virtue. *Journal of Curriculum*

Studies, 53(4), 449–466.

- Qoyyimah, U. (2016). Inculcating character education through EFL teaching in Indonesian state schools. *Pedagogies: An International Journal*, 11(2), 109–126.
- Riyadi, S., Sa'idah, S., Safar, M., Sari, M., & Arifin, A. (2023). The Active Role of Teachers: Building the Foundation of Character Education Through Elementary School. *Jurnal Scientia*, 12(03), 3256–3262.
- Sakkir, G., Dollah, S., & Ahmad, J. (2021). Characteristics of a Good Efl Teacher: Indonesian Efl Students Perspectives. *Jurnal Nalar Pendidikan*, 9(1), 52–59.
- Salehizadeh, S., Shabani, M. B., & Malmir, A. (2020). Professionalism: The perceptions of Iranian English teachers of competence and performance in language teaching. *Iranian Journal of English for Academic Purposes*, 9(1), 1–14.
- Susanto, F., & Zasrianita, F. (2023). Lecturer's Pedagogic Competence for Building Transformation Character Education of English Language Learning From 4.0 to the industrial Revolution Era 5.0. *Conference on English Language Teaching*, 1130–1144.
- Wentzel, K. R. (2016). Teacher-student relationships. In *Handbook of motivation at school* (pp. 211–230). Routledge.