

English Teachers' Pedagogical Competences in Using Learning Management System (LMS)

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Abstract. Learning management system (LMS) becomes a platform that is used in the teaching and learning process. Good pedagogical competencies are a requirement the teachers have to maximally teach students, especially in the context where LMS is used. This study aims to determine the kinds of teachers' pedagogical competence teachers should have in the Learning Management System (LMS) and to determine the benefits students obtain if the teachers have good pedagogical competence in using LMS. This research used a descriptive qualitative under qualitative approach. There are six participants from the English Language Education Department. The first finding related to students' perception of the pedagogical competence that the teachers should possess in teaching using LMS includes mastering the material, organizing the material, communicating effectively, and evaluating after the learning process. The second finding is related to the benefits students have as the effect of good pedagogical competencies teachers possess is that it makes students motivated, makes the material easy to understand the material, makes learning more organized, and increases student engagement.

1. Introduction

The way technology is developed has a big impact on education. As a result, using technology to enhance teaching and learning is massively used in education. Technology is a major factor in 21st-century teaching and learning, as it provides resources for the process (Singh, Rylander, and Mims, 2012). In contrast to the past, when teachers and students only had access to books in the library for learning materials, the rapid advancement of technology has given rise to websites, programs, and tools that are simple to understand and use as learning-teaching media. Teachers and students can learn and teach more effectively with the growth of technology.

Teaching competence is one of the most important factors in determining how well the teaching and learning process goes. The Republic of Indonesia's Government Regulation number 19 of 2005 about National Education Standards states that teachers' competences included pedagogical, personality, social, and professional competencies. This regulation leads to the mention of a number of competences, such as the instructor's capacity to manage the teaching and learning process, the social skills of the students, the ability to demonstrate a positive attitude, the capacity for effective communication, and a wide-ranging and in-depth grasp of the subject matter. Every competency is necessary for the growth of students and the delivery of a top-notch education, particularly for those enrolled in tertiary institutions. To meet the demands of the world of education, teachers require a variety of competences.

One of the teaching qualities that allows teachers to oversee student learning outcomes—which includes organizing, carrying out, and assessing them—is pedagogical competence. Lesson plans, syllabi, books, teaching aids, and even new curriculum plans are examples of planning in the learning process. Next, go on to the learning implementation step, which involves teaching students and teachers. The practice stage of the previously created programs is what this stage is known as. Evaluation is the last phase. Exams, either written or oral, are used in learning evaluation to gauge students' comprehension and growth during the learning process. In the field of education, these

three competencies have a great deal of influence.

Regarding teaching and learning, offline and online classrooms differ greatly. A face-to-face learning procedure in a classroom setting is known as offline learning. Students and professors engage in direct, in-person interaction. Textbooks, lecture notes, and other printed materials are examples of traditional learning aids that students frequently utilize. On the other hand, online education is changing. Because the learning process is conducted electronically, it is possible for teachers and students to be in various places and still connect through digital channels like email and discussion boards. The only instructional materials that students need to access are those available in digital formats, such as eBooks, online presentations, and other papers. Stable internet access and gadgets like PCs or cell phones are necessary for online learning.

Nowadays, many universities use LMS to facilitate learning. According to Simanullang and Rajagukguk (2020), an LMS is software that facilitates online learning. Teachers and students can access the material at any time and location using an LMS to facilitate learning activities. With LMS, online learners can get consistent performance data (Nasser et al., 2011). LMS makes teaching and learning easier by offering features like quizzes, assignments, and the sharing of content in the form of audio and video that can be accessed again. Students must turn in paperwork to their teachers directly before utilizing the LMS. Students can use the LMS to submit the project work online.

Using a Learning Management System (LMS) effectively requires teachers to possess various pedagogical competencies essential for effective online and blended learning. This competency includes using the platform's capabilities with technical skills and thoroughly understanding how to use these tools to improve the learning process. Competent educators use multimedia components to engage pupils and promote knowledge while expertly coordinating subject matter with learning objectives. Furthermore, teachers with pedagogical competence skilfully employ the communication and collaboration features of the platform to create a supportive virtual learning environment that promotes peer learning and student involvement. Teachers who possess pedagogical competency in using the LMS are better equipped to use technology to facilitate meaningful learning experiences that are customized to meet the needs of a diverse student body.

The teacher's teaching greatly influences the success of a digital class using LMS. In other words, a teacher's pedagogical competence is the key. The teachers can develop and deliver material, assignments, assessments, feedback, lesson plans, teaching media, and assessment instruments. The delivery of material by the teachers should be shown clearly and acceptable to students. Sometimes, teachers modify learning to be as attractive as possible so that students feel happy, interested, and enjoy learning. When students enjoy learning, accepting lessons quickly and positively impacting their achievement will be easier. With good achievements, the teachers will feel successful in making students understand what is being taught.

Pedagogical competencies have been the focus in the context of teaching competencies for a relatively long time in the context of offline teaching and learning, but not in online learning. This study puts the focus on pedagogical competencies required in the practice of online teaching and learning using an LMS. This research brings a new paradigm on how pedagogical competencies are seen by students, which may facilitate them in the learning process. Since the teaching practice done by teachers in LMS significantly differs from non-LMS teaching practice, the perspective of ideal pedagogical competencies teachers should have may also differ.

The researcher interviewed the students and found that they felt the way teachers taught them in LMS was unlike when teachers taught them in face-to-face classes. Students stated that the teachers should have taught them maximally. For example, students explained how teachers explained the material with a learning video or Zoom conference. The students need help understanding the material. Moreover, the students also think the feedback teachers gave in discussion forms is less effective than in face-to-face classes. Based on the interview, the students stated that teachers' pedagogical competence in online learning using LMS is ineffective. So, the researcher is interested in investigating the students' perception of the ideal pedagogical competence teachers should possess in the teaching and learning process in which LMS is used and the benefits students may obtain from good pedagogical competencies the teacher has.

2. Literature Review

In education, the concept of pedagogy is frequently used. According to Sandri (2022), Pedagogy is a teacher's motivational technique for influencing student learning collectively. This process aims to provide knowledge and appropriate learning methods to students. Students will focus more on what the teacher says if this ability can be carried out in a conducive classroom.

Competence is defined by Messick (1984) as "what an individual knows and can do in a subject area." On the other hand, one acquires such knowledge and skill from education, experience, or other means. Competence in education refers to integrating and applying contextually-appropriate knowledge, skills, and psychosocial factors. Schroeter (2008) also stated that competence is the capacity or probable ability to perform in a specific situation. It makes one capable of fulfilling responsibility in doing a task. So, competence is the ability of an individual to do a job or task properly.

Pedagogical competence generally refers to the minimum professional requirements for an individual to carry out a particular educational role. A teacher's competency in a teaching process becomes their pedagogical competence. Teachers should take the opportunity to improve this ability as it refers to their understanding of how to teach a class. According to Irmawati et al. (2017), pedagogical competencies refer to the teacher's ability to manage learning, including developing learning systems, interacting or managing the learning process, and carrying out assessments. Teachers with considerable teaching ability are considered pedagogically skilled and competent, while teachers with low teaching ability are said to be unskilled. Effective classroom control, increasing efficiency, maintaining discipline and morale, improving teamwork, planning, communication, focusing on results, analyzing progress, and making changes immediately are the skills that a teacher must demonstrate (Daminov et al., 2020).

According to Ministry of Education Regulation number 16 of 2007 regarding Teacher Competencies and Academic Qualification Standards, pedagogical competence includes mastering the learning materials, developing curriculum related to the subjects being taught, organizing educational learning, communicating effectively, empathically, and politely with students, carry out assessment and evaluation of learning processes and outcomes.

The first pedagogical competence is mastering the learning material, which refers to a comprehensive understanding and proficiency in a particular subject or field. It requires an advanced level of understanding that extends beyond simple knowledge. When teaching, one must know the instructional materials that will be introduced to the students and how to adapt that knowledge to learning opportunities. In managing the learning process, the task of teachers is to provide students with never-ending content (Murkatik et al., 2020). The better and more competent a teacher is with the teaching materials, the more likely the lessons will occur naturally and be explained. Madyan et al. (2022) also stated that teachers must be dedicated to performing their responsibilities professionally and possess a mastery of the material they are teaching and how to teach it to improve the quality of their performance. One factor influencing a teacher's effectiveness in the classroom is their mastery of the educational resources. During the learning process, a teacher's knowledge of the materials will be present in their behavior. Through teacher competency standards, teachers can identify different ways, strategies, procedures, and teaching strategies that support creative learning. Teachers can modify their teaching strategies based on the unique needs of their students and motivate them to learn.

The second pedagogical competence is developing a curriculum that involves designing a structured plan for teaching and learning with a specific subject or field. Some of the objectives of developing a curriculum and its development approach help teachers know the basic concepts of curriculum development. According to Putri et al. (2019), the availability of a curriculum and syllabus helps teachers develop lesson plans. Developing a curriculum is important for creating an effective educational program. Teachers must be able to develop a syllabus based on the curriculum's most essential goals and implement lesson plans that are compatible with the goals and learning environment. Sudargini and Purwanto (2020) stated that a teacher selects instructional materials based on many factors, including the student's age and learning level, the learning objectives, the materials' relevance in the classroom, and the context of the student's daily activities. It is carried out to help teachers explain in the classroom in a more organized way. The learning design focuses on specific instructional resources to help students achieve their foundational abilities.

The third pedagogical competence is organizing educational learning, which involves effectively structuring and managing the learning process to maximize students' understanding, engagement, and knowledge retention. Good planning will determine how prepared the teachers are in the classroom. Students require this role. In this field, teachers play a role in managing academic activities. Teachers must understand the principles of educational design, such as developing the components of learning design, compiling complete learning, and using learning media as learning resources that are relevant to student characteristics and subjects that can achieve the overall learning objectives expected in learning at school (Muna et al., 2021). If it is organized, effectiveness and efficiency in student learning can be achieved. Sudargini (2019) stated that teachers carry out organized learning activities to help students' learning process, not to test them and make them feel stressed.

The fourth pedagogical competence is effective communication with students, which requires empathy and politeness. Empathy involves validating students' feelings and viewpoints and expressing compassion towards them. Building a relationship of communication with students is crucial. A peaceful classroom provided by effective communication will encourage open conversation between teachers and students regarding their learning. Teachers-student relationships are intimate and based on kinship, which is advantageous because they show how students should engage with their peers and the environment (Mundiri & Zamroni, 2021). If teachers communicate effectively, students will find it easier to understand the material. Fraile et al. (2018) also stated that effective communication might improve the student's understanding of the learning knowledge, so communicating and interacting are important for the learning process. The foundation for creating an enjoyable classroom is the communication component of teacher pedagogical competency. Teachers develop instruction and communication strategies suitable for the requirements, issues, and skill levels of the communities in which they teach (Dahlia & Afriadi, 2020).

The fifth pedagogical competence is an assessment of learning processes. It is an ongoing activity that helps educators identify, gather, and interpret information about learners' progress and understanding. The function of education is to develop the potential of students. The potential of human resources can only be explored and developed effectively through directed and integrated education and learning. Student learning outcomes and student achievement in school measure the quality of education. Learning outcomes and learning achievements can be measured through assessment. Assessment in learning allows students and teachers to get information about developments in learning. The teacher must be a good and honest evaluator by assessing aspects of students' personalities and the assessment of

students' answers. The assessment will explain education developments and whether educational success faces global challenges (Maison et al., 2020). Assessment activities encourage learning through experience. Teachers need to take tests to understand students' comprehension of the subject. Brown (2019) explained that assessments are expected to provide evidence of validity and reliability. The teachers assess not only the results of teaching but also the process.

The sixth pedagogical competence is the evaluation of learning processes. The process of evaluating includes determining how successful instructional courses or educational programs are. It goes beyond completion rates and delves into understanding how well learners have acquired knowledge and skills. Evaluation helps know students' understanding after providing the material. Ifeoma (2022) argues that evaluation is crucial in teaching and learning. It facilitates improved teaching and learning for teachers as well as students. Evaluation aims to find out whether students understand the material provided or not. According to Aulia (2021), it is necessary to use the evaluation's findings as a reflection to raise the standard of the teaching process. Teachers provide student evaluations to determine their understanding. The evaluation results will show the completeness of learning, detect students who have problems, and serve as a reference for determining solutions that must be taken to overcome these problems. Evaluation can help teachers identify where learners need extra help and support in different subjects (Shinde et al., 2021). The evaluation results will show the completeness of learning, detect students who have problems, and serve as a reference for determining the solutions that must be taken to overcome these problems. Evaluation is one of the things that cannot be avoided in the teaching and learning process because evaluation needs to be carried out in all areas of educational activities.

3. Methodology

The researcher applied a qualitative approach. The research design was descriptive qualitative. The study was conducted in an English Language Education Department of a private university in Yogyakarta. The research participants are six students from the 2020 batch at the private university in Yogyakarta. The participants were selected to be those who experienced LMS in the teaching and learning process. In addition, participants have also joined internship programs so that they have experience regarding pedagogical competencies. The data collection method of the research was an interview. The interview questions cover questions related to the research questions. The data collection instrument was interview guidelines. The researcher conducted transcribing, member checking, and coding to analyze the data.

4. Result and Discussion

The first finding related to the first research question, namely the pedagogical competence teachers must have in teaching using LMS. The researcher found four aspects of pedagogical competence teachers must possess in learning using LMS according to ELED students' perceptions.

Mastering the learning material. The first competence that the teacher should possess in teaching using LMS is to master the material. Mastering the material to be taught is the main thing the teacher dominates. Teachers need to fulfill their roles effectively and have a meaningful impact on learning. All six participants admitted that teachers must master the learning material. When teachers deeply understand the subject matter, this will instill confidence in themselves and their students.

From the interview results, three participants stated that mastering the material is an aspect of pedagogical competence teachers must have when teaching using an LMS. Pisces said, "In my opinion, there are several important aspects for teachers to have when using LMS, that is, mastering the learning materials." In addition, Aries said, "I think the most important thing is that the teachers master the material being taught." Gemini said, "I think teachers must master the material that will be taught in LMS."

This finding aligns with Madyan et al. (2022), who stated that teachers should be dedicated to carrying out their responsibilities professionally and have mastery of the material they teach and how to teach it to improve their performance. Therefore, teachers must master the material well to facilitate delivery to students. According to Hading (2023), mastery of teaching materials is one of the things that teachers must have if they want to become professional teachers.

Organizing the material. The second competence the teacher should possess in teaching using LMS is organizing the material. In learning using LMS, organizing learning materials is needed. Organizing is compiling and arranging learning materials in the platform to facilitate effective teaching and learning. This aspect involves categorizing, labeling, and presenting the subject matter in a logical and accessible way.

Participants said that they usually rarely find teachers who organize learning well. Therefore, students suggested that teachers should organize the material before conducting learning. The first participant, Aries, also mentioned, "Organized learning material is an aspect that must be owned by the teacher while teaching using Mykclass so that learning is more structured." Gemini also said, "A learning plan is essential to know the order of the material to be learned." Virgo mentioned another statement about organizing material: "Planning in teaching is very important because it is the basis when teaching."

The finding is in line with Sudargini (2019), who stated that the purpose of teachers carrying out organized

learning activities is to help students' learning process, not to test them and make them feel stressed. Organizing the materials in the LMS effectively facilitates learning and maximizes engagement. According to Kumar and Kumar (2012), online learning environments allow teachers to present content in various formats and have it reviewed by students as needed. Therefore, teachers need to organize the material before conducting learning.

Communicating effectively. Communicating effectively is the third competence the teacher should possess when teaching using LMS. The competence that teachers must also possess is effective communication. What is meant effective communication is communication in terms of implementing the teaching and learning process in class; a teacher must not only be able to use simple language and words that make it easy for students to digest and understand what is conveyed but also be able to respond to various questions asked by students responsively.

Some participants admitted that communicating with their teachers could have been more effective. As stated by Pisces, teacher communication with students could be better so students feel ignored. She added, "Because in my experience, sometimes I want to ask the teachers a question, even though it is through my class, the response takes a while. So that needs to be improved again. Taurus also has the same perception as Pisces: "Well, for example, we use LMS, there are teachers who write what you want to ask about the material in myClass, but sometimes it is not answered for 24 hours". She also added that some teachers utilize the discussion forum but do not directly answer the forum.

The findings align with Fraile et al. (2018), who argue that effective communication can improve students' understanding of the knowledge learned, so communicating and interacting are important in the learning process. Effective communication between teachers and students is essential to create a positive learning environment and encourage student engagement and success. According to Dahlia and Afriadi (2020), it is clear that teachers must develop teaching and communication strategies that suit the needs, problems, and skill levels of the communities in which they teach. Creating effective communication will help students feel comfortable asking questions and seeking clarification.

Evaluate after the learning process. The fourth competence that the teacher should possess in teaching using LMS is to evaluate the students after the learning process. Ensuring students can easily understand the learning material is essential for effective learning outcomes. Some participants perceived that teachers should routinely conduct evaluations after learning activities. However, according to participants' experience when learning using the LMS, some teachers have implemented learning evaluations at the end of the meeting, such as doing a quiz to determine how much students understand the material that has been learned.

From the result, Gemini said in the interview, "Evaluation in learning should be done at the end of learning to ensure whether students understand the material that the teachers have taught." Libra also stated another statement about the same perception: "The teacher should evaluate at the end of the lesson." Libra also explained that if the teacher does not do the evaluation, she feels that the teacher does not pay enough attention to the students and cannot measure how much the students understand the material taught." Virgo has the same perception as Libra. She said that "the ability to evaluate the learning will be able to measure the learning progress of the students. Let it be a reference for designing new learning again".

This finding aligns with Ifeoma (2022), who argues that evaluation is crucial in teaching and learning. Evaluation allows teachers to identify areas of strength and weakness in student understanding and performance. Byrne and Donlan (2020) noted that courses that serve regular internal reviews are more likely to meet educational quality standards. With evaluation in learning, students receive feedback on their progress and areas for improvement, which can guide their learning efforts.

The second finding is to answer a second research question about the effect of a good teacher's pedagogical competence in using a Learning Management System (LMS). Based on the results of the interviews, researchers found several effects of good teacher pedagogical competence, such as making students more motivated to learn, making learning more accessible to understand, and making learning more organized.

Students are more motivated. The first finding related to the effect of good teacher pedagogical competence is that students are more motivated. Motivation is one of the factors that influence student success. A person will get the desired results in learning if there is a desire to learn. The key to attaining successful outcomes is motivation. A person will do an activity because there is motivation in him.

Some participants said they feel more motivated when teachers apply good pedagogical competence during learning using the LMS. Aries said, "I become more motivated in learning if the teachers have applied good pedagogical competence, then if the teacher's explanation is clear, the instructions in doing the assessment or assignment are clear, I feel like doing it faster." Aries explained that she is more eager to learn or do assignments if the teacher has given clear explanations and instructions. Virgo, Pisces, and Taurus acknowledged the following statement. She said that an excellent pedagogical application will foster a sense of student interest in learning. If the teacher teaches without applying good pedagogical competence, they will feel less interested in the material.

Gemini also has the same influence as Aries. They admit they have become more enthusiastic about learning and believe they can understand what they are learning. Gemini admits that their motivation arises when they see teachers who are very good at the material so that questions from students can be answered. She said, "For teachers who master the material, I become more enthusiastic because I feel that the teachers can understand, which means I can too."

These findings align with Yuhana et al. (2020), showing that learning motivation influences student learning outcomes considerably. For this reason, teachers are obliged to inspire students to increase their desire to learn so that

students can get out of learning difficulties with this assistance. Similarly, Hading (2023) stated that the existence of motivation will provide enthusiasm so that students will know the direction of their learning. Learning will take place effectively if students have the motivation to learn. However, low learning motivation will impact students in a poor learning environment.

Students are easy to understand the material. The second finding related to the effect of good teacher pedagogical competence is that students easily understand the material. When information is given understandably, students are better able to understand it. Teachers with good pedagogical competence can break down information into easily digestible parts and provide relevant examples or analogies to aid student understanding. Moreover, teachers can customize their teaching methods to suit diverse students' needs and learning styles.

Not all students can easily understand the material presented by the teacher. However, two participants said that if teachers are pedagogically sound in delivering the material, students find it easy to understand. As mentioned by Virgo, if the teacher communicates well and conveys the material straightforwardly, it will make students understand. She said, "The deep understanding of the students is because when the teacher can convey the material well, the communication is good, and it will be easier for the students to understand." Virgo also added that if you apply good pedagogical skills, it will foster a sense of student interest in learning. Pisces said, "The effect is that I can easily understand the material and can receive complete and detailed material." She explained that if the teacher masters the material, she will more easily understand the material in depth.

The findings align with Fauth et al. (2019), stating that positive teacher competence will result in conceptual understanding and student interest. As a result, students more easily understand the material and build their basic knowledge. Teachers' pedagogical competence ensures that students can easily understand learning materials.

Learning will be more organized. The third finding related to the effect of good teacher pedagogical competence is that learning will be more organized. A competent teacher will be better able to create an effective, enjoyable learning environment and better manage their class so that the learning process of the learners can run well and smoothly. Learning becomes more organized when students have a consistent schedule and easy access to learning resources. Participants found it easier to prepare learning materials before the lesson started.

Gemini said in the interview, "It becomes easier, and I can prepare to start learning, at least know what material to learn later." It happens not only with Gemini. Pisces said, "Then I also will not be confused by the lesson plan that the teachers has made if the teachers makes a good curriculum." She added that she could imagine understanding the material presented.

These findings align with Muna (2021), who stated that teachers must understand educational design principles, such as developing learning design components, compiling complete learning, and using learning media as a learning resource relevant to student characteristics and subjects. Can achieve the overall learning goals expected in learning at school. Good teacher pedagogical competence using LMS contributes to students' regular learning patterns. It allows students to engage more often with learning material because they have a more significant opportunity to manage their studies according to existing plans.

Students' engagement increases. The fourth finding related to the effect of good teacher pedagogical competence is that it increases students' engagement. When teachers communicate effectively, they attract students' interest and actively involve them in discussions and class activities. Other than explaining learning material, the teacher also provides opportunities for students to express their opinions and ask questions of the teacher, which are described in the form of questions through communication aspects during learning.

Virgo said, "Learning is also more effective, and students can experience a satisfying learning experience. When the teachers can convey the material well, the communication is good, well, or easily understood by the students or students." In addition, Pisces said, "And of course, I can more easily ask questions about material that I do not understand freely. "Also, I will not be afraid to ask questions because I am rather shy, so if the teachers implement good communication, I will continue to ask without fear." However, unlike Libra, she said, "All the questions that always arise in my mind will be answered, and I, who previously did not know anything, now know, I know many things." The influence is significant for him because it can eliminate curiosity about things that are not yet understood. The finding aligns with Sudargini (2019), who stated that building communication with students is crucial. That way, it can create a harmonious learning atmosphere so that teachers and students will be open to each other about the learning they are doing.

5. Conclusion

Pedagogical competence is an important factor in the success of learning using LMS. The current research found two main findings related to students' perceptions of English teachers' pedagogical competence when teaching using LMS. Teachers must implement four pedagogical aspects when teaching using LMS according to students: mastering the material, organizing and preparing the material, and having effective communication and evaluating the learning. The second found that good pedagogical competences motivate students, make students easy to understand the material, make learning more organized, and increase student engagement.

6. References

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