

**IMPLEMENTATION OF ELEMENTARY SCHOOL
TEACHER PEDAGOGY COMPETENCY**

Tri Joko Raharjo, Mu'arifuddin, Endah Wulansari, Yuli Sudargini, Laily Hidayati, Harianingsih
Universitas Negeri Semarang, Indonesia
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Abstract

This study aims to describe the pedagogic competence of 10 teachers at Patemon 02's Elementary School Gunungpati Semarang Central Java Indonesia. The method used is descriptive quantitative with an instrument consisting of 50 question items and 7 indicators. The results showed that the ability of teachers to understand the characteristics of students was 81.3%, the ability to master the theory and principles of learning that educates 80.52%, the ability to develop curriculum 81.33%, the ability to carry out learning 81.48%, the ability to utilize information and communication technology 75.15%, the ability to facilitate the development and actualization of the potential of students 80.65%, the ability to conduct evaluations and assessments of learning outcomes 80.56%. So it can be concluded that the pedagogic ability of the teachers of Patemon 02's Elementary School is at a good level.

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✉ Alamat korespondensi:
E-mail : harianingsih@mail.unnes.ac.id

INTRODUCTION

Teachers as professional educators have the main task of educating, teaching, guiding, training, directing, assessing and evaluating students as stipulated in Law Number 14 of 2005 Article 1 concerning Teachers and Lecturers (Joni., 2016). Pedagogic competence in the fields of knowledge, skills

and behavior must be possessed by teachers as the implementation of their professional duties (Usman and Zahra., 2020). Teachers are the spearhead of the implementation of educational programs in schools. Equitable quality of education is influenced by the competence of teachers. Teachers are required

to have academic qualifications and competencies as evidenced by an educator certificate. Teacher performance is assessed from three indicators, including: mastery of teaching materials, ability to manage learning and commitment to duty. The definition of pedagogic competence according to the national education standard article 28 paragraph 3 is the ability to manage learning including understanding, planning, implementing and evaluating as well as developing students (Murkatik, Harapan, and Wardiah., 2020). Pedagogic competence is the ability and willingness to regularly apply attitudes, knowledge, skills through interactional design, adaptation to situations, persistence and continuous improvement (Wachidi, Rodgers, and Tumanov., 2020).. The implementation of pedagogic competence has an impact on the development of institutional quality. Pedagogic competence in the form of the ability to improve curriculum innovation and mastery of technology. Pedagogic aspects include cooperation, participation, facilities, self-evaluation, reflection, classroom management, school management, teaching methods (Suratman, Arafat, and Eddy., 2020). The influence of teacher pedagogic competence on school organizational culture, job satisfaction and motivation. The fundamental problem in the world of education is the low performance of teachers at the elementary school level. This is indicated by the undeveloped pedagogic competence possessed by the teacher. The scope of education is not just sharing of knowledge but the process of building a whole person. Teachers have the authority and responsibility towards students both individually and classically so that at least the teacher must have competence in using this authority. Seven indicators of mastery of teacher pedagogic competencies include: mastery of the characteristics of students, mastery of learning theory and teaching principles of learning, curriculum development, ability in the implementation and development of learning, actualization of student potential (Lutfah, Hariyati, and Handayani., 2019). Based on this description, the objectives of this study are (1) how to implement teacher pedagogic competence in learning management at Patemon 02's Elementary School, (2)

supporting and inhibiting factors in implementing pedagogic competence.

RESEARCH METHOD

The research location was at Patemon 02's Elementary School, Gunungpati Semarang, Central Java, Indonesia, from June 13, 2022 to August 31, 2022. Observations and interviews were conducted to analyze the situation. Discussion group forums by experts in the field of basic education were brought in to provide solutions to existing problems. Data was collected by filling out a questionnaire instrument which was then analyzed using a scale-based assessment. Determine indicators that are in accordance with the real conditions of existing human resources at the school. The presentation of data is presented in descriptions, tables and the relationship between indicators. Calculate the percentage of each indicator in order to determine the criteria. Then make a recommendation of steps that must be implemented by the school. The last is to conclude the activities that have been carried out.

RESULT AND DISCUSSIONS

Implementation of Teacher Pedagogic Competency Indicators at SD Patemon 02

a. Mastering the Characteristics of Learners

The ability of Patemon 02's Elementary School teachers in understanding the characteristics of students based on physical, intellectual, social, emotional, moral, and socio-cultural aspects, based on data analysis is presented in table 1.

Table 1. Teacher's Ability to Master the Characteristics of Students

No	Sub Indicator	Percentage (%)	Criteria
1	Understanding the cognitive level of students according to their age	81.7	Good
2	Understanding the types and stages of the personality of students	80.6	Good
3	Identify the initial abilities	80.8	Good

	and potential differences of students in five subjects		
4	Identifying student difficulties in five subjects	82.1	Good
Average		81.3	Good

In table 1, the highest percentage is 82.1% identification of students' difficulties in five subjects, but the average percentage in understanding the characteristics of students is the same (81.3%). This is in accordance with research conducted by Rahman, (2014) which describes the ability of teachers to master the characteristics of students as a substantive aspect of competence, every teacher should understand the condition of students in various conditions. Students receive influence from people around them who carry out educational activities. The teacher's goal is to understand the characteristics of students to help growth and development effectively and diagnose difficulties experienced.

b. Mastering Educational Learning Theories and Principles

Based on data analysis, the ability to master the theory and principles of educational learning is presented in Table 2

Table 2. Ability to master Educational Learning Theories and Principles

No	Sub Indicator	Percentage (%)	Criteria
1	Able to plan the management of learning activities	78.9	Good
2	Able to describe and arrange learning materials	77.6	Good
3	Able to use media and learning resources/facilities	80.2	Good
4	Able to do class management, student organization	85.1	Good
5	Able to make learning outcomes	80.8	Good

assessment model		
Average	80.52	Good

In table 2, the average ability of teachers in mastering theories and principles of educating learning is in good criteria (80.52%) especially in the sub-indicators of managing and organizing students. The design of learning activities includes identification of needs, identification of competencies and preparation of learning programs. The preparation of learning programs is stated in the Learning Implementation Plan (RPP) as a product that includes basic competencies, materials, methods, techniques, approach strategies, learning media, study time and other supporting capacities (Mynbayeva, Sadvakassova, & Akshalova., 2018).

c. Developing curriculum

The curriculum is a set of plans and rules related to objectives, content, learning materials and methods used as guidelines for implementing learning activities. The ability of Patemon 02's Elementary School teachers in developing the curriculum is presented in Table 3.

Table 3. Teacher Competencies in Curriculum Development

No	Sub Indicator	Percentage (%)	Criteria
1	Understand the principles and objectives of curriculum development	80.6	Good
2	Able to develop indicators and instruments for curriculum preparation	79.8	Good
3	Able to use curriculum in learning	84.2	Good
4	Knowing the suitability of the curriculum with the demands of globalization	80.7	Good
Average		81.33	Good

In table 3, the highest percentage of 84.2% is able to use the curriculum in learning, meaning that teachers know the learning needs of students. Globalization requires teachers to be able to develop curricula to suit the needs and demands of development and national education goals. Assessment standards are needed to measure ongoing performance whether it is in accordance with the curriculum. References to curriculum development can be obtained by teachers by actively participating in training or seminars on the curriculum (Twinning et al., 2021).

d. Implementing Educational Learning

Learning must depart from a dialogical process between fellow educators so that a conducive, communicative and critical atmosphere occurs. The ability of teachers to carry out educational learning is a core aspect of pedagogic competence and the data analysis is presented in Table 4.

Table 4. Ability to Implement Educational Learning

No	Sub Indicator	Percentage (%)	Criteria
1	Able to open and convey learning	81.5	Good
2	Able to explain the material and emphasize things that foster positive habits	82.8	Good
3	Able to organize class	80.2	Good
4	Able to provide an assessment during the learning process	82.3	Good
5	Able to close and conclude learning	80.6	Good
Average		81.48	Good

In table 4, all indicators are the teacher's ability to manage learning activities. Students are also given the opportunity to express opinions, ask questions using both spoken and written language (Sudargini and Purwanto., 2020).

e. Utilizing Information and Communication Technology

Information and communication technology for the benefit of learning is a means of supporting the learning process in the classroom. Based on the data analysis, the competence of teachers in utilizing information and communication technology is presented in Table 5.

Table 5. Teacher Competencies in Utilizing Information and Communication Technology

No	Sub Indicator	Percentage (%)	Criteria
1	Able to communicate orally and in writing	75.9	Good Enough
2	Able to use technology to support learning	75.3	Good Enough
3	Able to find learning resources using technology assistance	76.3	Good Enough
Average		75.15	Good Enough

In table 4 it is shown that the average ability of teachers in the use and utilization of technology and communication is still lacking even though the score is 75.15% (good enough). So that it is necessary to increase the ability of teachers in mastering technology and publications either through training held by the relevant agencies or self-development. When teachers are able to master technology, it will facilitate the presentation of data, information, learning materials and produce quality output (Stosic, Dermendzhieva, and Tomczyk., 2020).. The use of internet communication media builds new interactions in learning.

CONCLUSION

This research has been able to analyze the feasibility of the character education model by integrating social intelligence into the curriculum. The variables contained in social intelligence in the form of situational awareness, presence, authenticity, clarity, empathy have a positive and significant

influence on the education curriculum, especially character development for elementary school students. Character is important to note because it affects the understanding and acceptance of an individual with other people or the environment. Students are expected to have good character so that they can be accepted by the environment well. Teachers are at the forefront of successfully integrating social intelligence into the character education curriculum.

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