



PAEDAGOGIC COMPETENCY STRENGTHENING TEACHERS OF VOCATIONAL SCHOOLS OF WIDYA PRAJA UNGARAN THROUGH TRAINING OF LEARNING MODELS

¹Rediana Setiyani, ²Ita Nuryana, ³Tarsis Tarmudji

¹Department of Economic Education, Economic Faculty, Universitas Negeri Semarang

ARTICLE INFO

ABSTRACT

Article History:

Received November 6, 2018

Accepted March, 3 2019

Available Juny, 30 2019

Keywords:

Pedagogic Competence,
Learning Models

Entering the industrial era 4.0, the challenges of life and life are very dynamic and complex. All want a fundamental and significant change in the process of education and learning of students, which contains strong implications for changes in the roles and tasks performed by teachers. Pedagogic competence is one of the competencies that must be mastered by a teacher. Teachers can develop their competencies through learning from various training programs from schools and from outside the school and from school infrastructure, libraries, laboratories, internet, as well as other educational programs and facilities. Thus, teachers are expected to be able to be professional in the education and teaching process in the classroom. Schools are expected to provide training and learning resources for the formation of competent teachers, schools are expected to have a teacher competency development management. One of the competencies that must be possessed by a teacher is pedagogical competence. From the results of UKG in the city of Semarang many teachers did not qualify. The UKG results for pedagogical competencies alone, the average national score in 2015 was only 48.94, which is far below the minimum competency standard (SKM), which is 55. And in 2016, the national pedagogic average increased to 63, 79 However, this figure is still below the 2016 Minimum Competency Standard (SKM) of 65. For this reason, efforts need to be made to strengthen teacher pedagogical competence. The community service team of Economic Education, UNNES Faculty of Economics held a training learning model to strengthen the pedagogical competence of Widya Praja Ungaran vocational school teachers.

Address: L Building, Campus Sekaran, Gunungpati, Semarang,
Indonesia, 50229

Alamat Koresponden :
Universitas Negeri Semarang
Email: kusmuriyanto@mail.unnes.ac.id

INTRODUCTION

Entering the industrial era 4.0, the challenges of life and life are very dynamic and complex. All want a fundamental and significant change in the process of education and learning of students, which contains strong implications for changes in the roles and tasks performed by teachers . Currently the government is trying to organize and improve the teaching profession, starting from the education process of prospective teachers (structuring LPTK), when starting a teacher’s career (induction program), and while becoming a teacher (teacher performance appraisal and continuing professional development). We believe that all of this is aimed at making education truly held by people who have expertise in their fields. so that in turn education and life in this country can be better.

Education has become an important sector in the intellectual life of the nation. Education itself is one of the basic foundations for the successors of the nation and state. Education is said to be of high quality if the teaching and learning process runs well, effectively, efficiently, and produces competent graduates. As a process, education in life is very close and can even be said to be an integral part of life.

In RI Law No. 20 of 2003 concerning the National Education System said that: Education is a conscious and planned effort to create an atmosphere of learning and learning so that students actively develop their potential to have spiritual, religious, self-control, personality, intelligence, noble character, and intelligence needed himself and the community. Education can also be interpreted as an attempt to organize knowledge to add more knowledge that previously did not know to know. The process means that humans experience a series of learning processes.

Law Number 14 of 2005 concerning Teachers and Lecturers states that what is meant by teachers is professional educators with the main task of educating, teaching, guiding, directing, training, evaluating and evaluating students in early childhood education through formal education, basic education and education intermediate. Pedagogic competencies are an inseparable part of the four main competencies that must be possessed by a teacher, namely pedagogic, personality, social, and professional competencies. Pedagogic competence is the ability of a teacher to manage the learning process of students.

The learning process is an important thing in an education because learning interaction is a core learning activity that can be a means of scientific transfer from teachers to students that are structured and planned, so that it will make students understand the subject matter delivered by the teacher. A good learning process, instructors as managers of learning must be able to turn on a comfortable and pleasant classroom atmosphere and be able to strive for the formation of appropriate character values for students.

Being a true teacher is not easy. The teacher is the future designer of the child. Through his touch, the future of children will be determined. Mismanagement can

have a fatal impact on a child’s development, which not only happens today but actually later on. In the history of the development of the teaching profession in Indonesia, we can see the fact that the teacher recruitment process was still very loose. The position of the teacher as if it could be filled by anyone, without much seeing the qualifications and competencies they have. In simple language, "the important thing is there is a teacher" or "as long as there is a teacher".

Based on observations in the field, SMK Accounting teachers at Widya Praja Ungaran Vocational Schools experienced many difficulties in working on UKG questions, especially for pedagogical competence, one of the indicators being the ability to master the Learning Learning activities, especially in determining learning models. Following are the pedagogical and professional average results in 2015 and 2016 presented in table 1.1.



Source: Kemendikbud.go.id

Based on data from the UKG for pedagogical competencies alone, the average national value in 2015 was only 48.94, which is far below the minimum competency standard (SKM), which is 55. And in 2016, the national pedagogic average increased to 63.79. However, this figure is still below the 2016 Minimum Competency Standard (SKM) of 65. For this reason, efforts need to be made to strengthen teacher pedagogical competence.

Pedagogic competence is one type of competence that absolutely needs to be mastered by the teacher. Pedagogic competence is basically the ability of teachers to manage student learning. Pedagogical competence is a specific competency, which will distinguish teachers from other professions and will determine the level of success of the process and learning outcomes of students. This competency is not obtained suddenly but through continuous and systematic learning efforts , both in the pre-service period (the education of prospective teachers) and during the term of office, supported by the talents, interests and other teacher potentials of each individual concerned .

All teachers who have taken the Teacher Competency Test (UKG) can see their report cards or their re-

sults. The teacher will get a report card in which there is teacher data along with 10 assessment components. The component that is still red indicates the teacher needs to get training in that field. The Ministry of Education and Culture (Kemdikbud) has a target to improve teacher competencies that are still below standard. To see the teacher's report card that is a UKG result, the teacher must first log in to the Online Learning Teacher's SIM (GPO). After logging in to the GPO SIM, the teacher will find out how many Modules Groups (KM) that "Meet" UKG graduation standards are marked in black and how many KMs that "Don't Meet" graduation standards are marked in red.

Even though the government has prepared a Learner Teacher (GP) program, teachers also need to prepare their independence to master the learning process activities in accordance with the development of students and subjects in schools so that the UKG exam can do the questions well and pass above the minimum limit of UKG scores. Therefore, training in Learning Models is needed to Improve the Psychological Competence of Accounting Teachers at Widya Praja Ungaran Vocational School.

METHOD

To provide training on improving the pedagogical competence of teachers in Widya Praja Ungaran Vocational Schools the following methods are used:

Table 1 . Methods for Implementing Teacher's Psychological Improvement

No	Masalah	Metode	Sasaran	Target Luaran
1.	Pengetahuan tentang model pembelajaran	Pelatihan pengetahuan tentang model-model pembelajaran	Guru SMK Widya Praja Ungaran	MitraMitra kegiatan memiliki pengetahuan tentang model-model pembelajaran
2.	Pemberian model pembelajaran	Pelatihan pengetahuan tentang pelatihan model pembelajaran		Seluruh mitra kegiatan mampu melakukan praktik model-model pembelajaran
3.	Praktik melakukan model-model pembelajaran	Pelatihan dan pendampingan praktik melakukan model-model pembelajaran		Mitra kegiatan melakukan praktik model-model pembelajaran sesuai strategi yang telah diajarkan melalui pelatihan

DISCUSSION

Community service activities at the Widya Praja Ungaran Vocational School were held in September 2019 at the Widya Praja Ungaran Vocational School. Activities carried out include training on teacher pedagogical competencies. Teacher pedagogical competency training activities are carried out through the following stages :

Table 2 . Teacher Training Improvement Activity

No	Kegiatan	Tujuan	Hasil
1.	Koordinasi dengan Kepala Sekolah SMK Widya Praja Ungaran	Menyamakan persepsi tujuan pengabdian kepada masyarakat yang akan dilakukan Tim Pengabdian	a. Pemetaan prioritas permasalahan yang dihadapi guru dalam menerapkan model pembelajaran b. Menentukan alternatif pemecahan masalah
2.	Koordinasi Tim Pengabdian Kepada Masyarakat	a. Melakukan pemetaan prioritas permasalahan b. Memilih alternatif permasalahan	Draf modul pelatihan model pembelajaran
3.	Koordinasi dengan Kepala Sekolah dan SMK Widya Praja Ungaran	Menentukan pelaksanaan kegiatan pengabdian kepada masyarakat	Penentuan pelaksanaan kegiatan pengabdian kepada masyarakat
4.	Pelatihan dan Pendampingan	Menguatkan pemahaman dan kompetensi pedagogik guru tentang model-model pembelajaran yang inovatif dan variatif	Guru mampu menggunakan model-model pembelajaran yang variatif dan kolaboratif sehingga bisa meningkatkan kompetensi pedagogik
5.	Umpan Balik	a. Melakukan evaluasi kegiatan mulai dari awal sampai akhir b. Rekomendasi untuk kegiatan selanjutnya	a. Penilaian kegiatan apakah sudah sesuai tujuan atau belum b. Menentukan rekomendasi untuk kegiatan pengabdian selanjutnya

The target of community service activities regarding this learning model is directed at the Widya Praja Ungaran Vocational School Teachers, amounting to 45 people .

Learning model training activities aimed at vocational high school teachers Widya Praja Ungaran generally run smoothly. Dedicated partners (SMK Praya Praja Ungaran) help prepare the place, facilities and training targets , and coordinate and delegate all teachers to attend training activities from the beginning of the activity to the end.

Before conducting training activities, the speaker introduces himself first then tries to dig up knowledge about the learning model . The speaker - asks a number of questions regarding the understanding of the learning model , the types and characteristics of the learning model , the role of the teacher in learning , and the teacher's work in school . After digging knowledge, the speaker then begins to explain the learning model material . During the training activities, the participants seemed enthusiastic and paid attention to the contents of the training materials.

Provision of material activity lasts for approximately 90 minutes and at the end of the session pematari give participants a chance to ask questions regarding the material y ang been delivered. There were four questions from all participants regarding the content of the training. After answering questions from participants, the speaker conducts an evaluation related to the delivery of material that has been submitted by giving questions and giving participants the opportunity to answer these questions. Participants who were able to answer questions received a door prize as a token of appreciation and after that the training activities continued with simulations of the application of several learning models, the training activities were closed with a group photo of the speakers, the service team to the UNNES community , and the training participants

CONCLUSION

The conclusions of the implementation of community service regarding learning models to strengthen

teacher pedagogical competencies are as follows:

1. Community service activities regarding learning models to strengthen the pedagogical competence of SMK Widya Praja Ungaran teachers have been well implemented.

2. Community service activities regarding learning model training get enthusiastic responses from participants (Widya Praja Ungaran Vocational School teachers)

3. In the implementation of the service, four questions were obtained from the training participants related to the training material and the participants hoped that there would be a continuation of the training related to strengthening teacher pedagogical competencies again.

Suggestions in the implementation of community service that service activities like this can be done routinely both in the same location and in different locations with targets that really require strengthening teacher competence.

REFERENCES

Law Number 20 Year 2003 concerning the National Education System

Law Number 14 of 2005 concerning Teachers and Lecturers

Direk the Law General of Teachers and Education Personnel of the Ministry of Education and Culture. 2016. UKG Results 2015 POST TEST (UKG II) . Accessed on page: <https://docplayer.info/50758719-Directorate-jen-guru-dan-tenaga-kendendana-ducation-creditation-and-cultural.html> , April 11, 2018.