



Real Performance of Pedagogic Competencies of Teacher Learning in The Classroom in Elementary Schools

Alfiyan Paramudita^{1✉}, Fakhruddin Fakhruddin², Eko Suprptono²

¹ SMP NU Karaban, Pati, Jawa Tengah, Indonesia

² Universitas Negeri Semarang, Indonesia

Article Info

Article History:

Received 18th December 2020

Accepted 18th

February 2021

Published 30th April 2021

Keywords:

Real Performance, Pedagogic Competence, Teacher Learning.

Abstract

This study aims to determine the pedagogical competence of teachers in learning process inside the classroom. This study uses a qualitative approach with descriptive research methods. Data collection was carried out by observation, interviews, documentation data reduction, display data, and conclusion drawing / verification . The research subjects were the headmaster and teachers at SDN Pati Kidul 01. Based on the results of the study, the result of this study indicate that the real performance of teacher pedagogical competence is reflected as follow, (1) utilization of technology by the teacher as an alternative in the learning process in the classroom by looking at the conditions of the school, the condition of students, the environment, and infrastructure. (2) the teacher connects the material to be taught with new news and then draws it into the conclusions so that students be able to understand the values within each subject. (3) three aspects in the assessment are knowledge, attitudes, and skills.

✉Correspondence:

Jalan Raya Pati Purwodadi Km. 10 Ds. Kec. Kab. Pati, Rt/Rw 7/4, Dsn. Karaban, Ds./ Prop., Karaban, Gabus, Karaban, Gabus, Kabupaten Pati, Jawa Tengah 59173
E-mail: Alfiyanparamudita43557

p-ISSN 2252-7001
e-ISSN 2502-454X

INTRODUCTION

To achieve educational goals, there must be educators who can play a good role. The ability of teaching, and educating students are an essential ability that an educator must have in guiding students. If education in Indonesia wants to advance, one of the conditions is by developing professional and dedicated teaching staff (Bachtiar, 2016).

According to Yunus (2016) the professionalism of teachers in improving the quality of education can be seen from 4 (four) competency aspects, there are : pedagogical competence, personality competence, social competence, and professional competence. Furthermore, according to Wulandari (2013) teacher pedagogical and professional competence has a positive effect on learning achievement. In addition, Ismail (2010) Teacher's performance can be assessed by three indicators: the mastery of teaching material, teaching management, and working commitment.

In the Government Regulation of the Republic of Indonesia Number 19 of 2005 concerning National Education Standards, the explanation of Article 28 paragraph 3 point (a) states that pedagogical competence is the ability to manage student learning which includes understanding of students, designing and implementing learning, evaluating learning, and developing students to actualize the various potentials they have.

Pedagogic competence is the core of a teacher's performance in the success of the learning process. In pedagogic competence, teachers must be able to understand students, plan and carry out learning arranged in a learning implementation plan (RPP), and evaluate and develop the various potentials of each student.

The results of interviews and observation with school headmaster and teachers as well as through document study, teacher pedagogical competence was reflected in the ability to manage student learning. Identifying the potential of students in the subject, applying

various learning methods creatively, conducting assessments and evaluating and communication effectively.

Based on the above background, the researcher is interested in examining the real performance of the pedagogic competence of teacher learning in the classroom at elementary schools. In elementary schools the teachers act as class teachers and serve as counselors so that they better understand each individual so that the performance of teacher pedagogic competencies will be applied as a whole The school to be studied is SDN Pati Kidul 01. It is one of the leading schools in Pati Regency which is managed with good teacher competence, which can be analyzed from the results of teacher performance appraisal (PKG). The teaching process uses visual and audio-visual learning media. learning objectives teachers communicate with students effectively.

METHODS

The method uses in this study is a qualitative approach with descriptive research methods. The research subjects were the headmaster of the school and 2 senior teachers and 2 junior teachers. Sources of research data are the headmaster of the school and teacher/school documents. Activities in qualitative data analysis are carried out interactively and continue to completion so that the data is saturated. The researcher is the key instrument, the data collection technique is triangulated (combined) data analysis is inductive/qualitative, and the results of qualitative research emphasize meaning rather than generalization. Activities in data analysis, namely: data reduction, display data, and conclusion drawing/verification (Sugiyono, 2017).

RESULTS AND DISCUSSION

Teacher Ability to Manage Learning

The headmaster establishes teacher pedagogical competency standards through several meetings with the committee and senior

teachers. All teachers have taken advantage by utilizing technology in schools as it has been provided by the school with technological tools such as computers, in-focus, and so on and all of them have been used. For example, with this Covid-19 condition, teachers have carried out technology-based or online learning.

The teachers make their own lesson plans which are taken from the existing material books, then the teachers arrange it according to the theme. The learning process is carried out every day according to the theme and refers to basic competencies. The online learning process is the same, the teacher delivers the material, afterwards, the students learn and understand then they do the assignment with the help of their parents

All of teacher estimate the learning objectives through the basic competencies that have been set by the government through curriculum 2013. The teacher can develop learning objectives, in accordance with school and student conditions, environment, infrastructure, and the abilities of students. the facilities used to come from schools or from the student who are guided by their parents in searching, so it makes the learning process easier.

Ceha *et al* (2016) stated that learning activities using information and communication technology aim to increase teacher knowledge about the use of information and communication technology in learning activities, increase the ability of teachers to make teaching materials. According to Somantri *et al* (2017), the application of Internet learning through social media provided to teachers can give a new understanding of the existence of alternative learning media that can be used in the learning process in the classroom. According to Riyanti *et al* (2020) therefore, the use of learning materials using project-based learning with integrated STEM becomes one of the best solutions to improve students' creative thinking skills.

According to Mawardi (2014) main consequences of the implementation of the 2013 curriculum for the SD / MI level are how to synergize approaches, models, and standards for

the learning process, that's the process of observing, asking questions, gathering information, associating, and communicating this is what guides teachers to choose models (and methods). in order to help teachers implement the 2013 curriculum.

Teachers carry out learning using information technology that can make learning activity can run effectively in addition, learning activities using information and communication technology aim to increase teacher knowledge in it. The ability of teachers in teaching has been able to develop learning objectives by looking at the conditions of the school, the conditions of students, the environment, and infrastructure.

Ability to Identify Potential Students in School Subjects

The teacher motivates and illustrates students in order to achieve learning goals by connecting learning material with new news and then drawing conclusions so that they can get the values contained in each subject. The teachers directly observe the potential of each student, if their potential is high, it will be followed up by communicating with parents to be included in extracurricular activities.

In the learning process, the teachers take videos, pictures from the internet so the learning process is more interesting but this activity is not done every day due to the children's ability to write (motor skills) or their skills are not developed properly so they have to be balanced, teach neatness, discipline and we occasionally show material- existing material from the internet. We still use technology but in a balanced portion. Including this pandemic period, boredom exists in children with online tasks they are not enthusiastic about, only the first week they are excited.

According to Tafonao (2018) through learning media can make the teaching and learning process more effective and efficient and there is a good relationship between teachers and students. In addition, the media can play a role in overcoming boredom in classroom learning. So learning media is one method of overcoming all kinds of problems in teaching,

not only overcoming problems, but learning media providing various comprehensive information to students.

Creative Application of Various Learning Methods and Conducting Learning Assessment and Evaluation

The teacher evaluates and assesses after the children carry out tests. Children who get their good grades will be given enrichment and if their scores are less then they will carry out remedial. For improvement steps in the learning process, first, the teacher introspects himself so that he does not directly blame students, it could be from the learning method or model. The teacher is not a problem to repeat and improve learning models.

There are various methods used by the teacher in learning, first, the teacher must understand better then adjust it to the material. In schools this method tends to be easier due to its geographic location in the city. in this city, the teachers are closer to the children. They are not clumsy to the teacher and they are more comfortable and make the learning process is easier.

There are 3 aspects in the assessment, namely knowledge, attitudes, and skills. attitudes have been integrated into learning, knowledge is released by the teacher but it is more assessed by the value of the learning process every day. Their skills are judged when they are in class, such as singing, making products, and so on. For child servants who have special intelligence, while others are still working on the questions, they have finished so the teacher inserts enrichment. Teachers give reports to parents in the report card attachment. The potential of students is known from the test results and then takes the corrective process action. Follow the steps of the chosen method consistently to do so.

According to Ali (2019) that the lesson plan (RPP) is a planning instrument that is more specific than a syllabus. This lesson plan is made to guide the teacher in teaching so that it does not spread far from the learning objectives. According to Safitri (2017) the difficulties

experienced by teachers in preparing lesson plans, are: choosing approaches, methods, learning strategies, developing learning activities, developing techniques, and assessment instruments.

Inah (2015) states that teachers must be able to master interaction patterns and good communication techniques in the learning process. Interaction in learning is better known as educational interaction. Nurhadi (2018) states that the assessment in the learning process aims to determine various issues related to development and reciprocity so that it is hoped that learning is oriented towards developing the assessment of the quality of learning in schools. Furthermore, according to Marjoni (2019), the ability of teachers to implement curriculum 13 greatly affects the success of learning.

CONCLUSION

The result from study of the real performance of the pedagogic competence of teacher learning in class can be concluded that (1) in managing to learn all teachers have used technology at school, as an alternative in the learning process in the classroom and by looking at the conditions of the school, the conditions of students, the environment, and the facilities. infrastructure. (2) the teacher connects the material to be taught with new news and then draws conclusions so that they are able to understand the values contained in each subject. (3) three aspects in the assessment are, knowledge, attitudes, and skills.

REFERENCES

- Ali, H, Rusni. (2019). Peningkatan Kemampuan Guru Dalam Menyusun Rencana Pelaksanaan Pembelajaran (RPP) Melalui Supervisi Akademik Oleh Kepala Sekolah Di SD Negeri 43 Kota Ternate. *Geocivic Jurnal*, 2(2), 245–250.
- Bachtiar, Y, Muhammad. (2016). Pendidik Dan Tenaga Kependidikan. *Publikasi Pendidikan*, VI, 196–202.

- Ceha, R., Prasetyaningsih, E., Bachtiar, I., Nana, S, A. (2016). Peningkatan Kemampuan Guru Dalam Pemanfaatan Teknologi Informasi Pada Kegiatan Pembelajaran. *Jurnal Penelitian Dan Pengabdian Masyarakat*, 4(1), 131–138.
- Inah, N, Ety. (2015). Peran Komunikasi Dalam Interaksi Guru Dan Siswa. *Jurnal Al-Ta'dib*, 8(2), 150–167.
- Ismail. M. (2010). Kinerja Dan Kompetensi Guru Dalam Pembelajaran. *Lentera Pendidikan*, 13(1), 44–63.
- Marjoni. (2019). Upaya Meningkatkan Kompetensi Guru SDN 020 Langsung Hulu Dalam Menyusun Penilaian Proses k-13 Melalui Supervisi Akademik. *Jurnal PAJAR (Pendidikan Dan Pengajaran)*, 3(3), 512–520.
- Mawardi. (2014). Pemberlakuan Kurikulum SD/MI Tahun 2013 dan Implikasinya Terhadap Upaya Memperbaiki Proses pembelajaran Melalui PTK. *Jurnal Scholaria*, 4(3), 107–121.
- Nurhadi. (2018). Manajemen Penilaian pembelajaran Menggunakan K 13. *Jurnal Al-Hayat*, 2(1), 63–78.
- Peraturan Pemerintah Republik Indonesia Nomor 19 Tahun 2005 Tentang Standar Nasional Pendidikan, Pasal 28 ayat (3).
- Riyanti., Susilaningsih, Endang., Putra, M, D, Ngurah. (2020). Developing Learning Materials of Project-Based Learning With Integrated Stem To Improve Creative Thinking Skill. *Jurnal Educational Management*, 10(70), 1–9.
- Ernawati., & Safitri, Rini. (2017). Analisis Kesulitan Guru Dalam Merancang Rencana Pelaksanaan Pembelajaran Mata Pelajaran Fisika Berdasarkan Kurikulum 2013 Di Kota Banda Aceh. *Jurnal Pendidikan Sains Indonesai*, 5(2), 49–56.
- Somantri, Oman., Abidin, Taufiq., Wibowo, S, Dega., Wiyono, Slamet. (2017). Peningkatan Kemampuan Guru Dalam Membuat E - Learning Sebagai Media Pembelajaran Berbasis Teknologi Informasi Di Sma Negeri 1 Subah. *Jurnal Pengabdian Kepada Masyarakat*, 23(3), 332–337.
- Sugiyono. (2017). Metode Penelitian Kuantitatif, Kualitatif, dan R & D, Bandung: Alfabeta.
- Tafonao, Talizaro. (2018). Peranan Media Pembelajaran Dalam Meningkatkan Minat Belajar Mahasiswa. *Jurnal Komunikasi Pendidikan*, 2(2), 103–114.
- Wulandari, Denik. (2013). Pengaruh Kompetensi Pedagogik dan Kompetensi Profesional Guru terhadap Economic Literacy melalui Prestasi Belajar Siswa Kelas XII IPS di SMA Kota Malang. *Jurnal Pendidikan Humaniora*, 1(1), 25–29.
- Yunus, Muhammad. (2016). Profesionalisme guru dalam peningkatan mutu pendidikan. *Jurnal Lentera Pendidikan*, 19(27), 112–128.