THE USE OF LEARNING MODELS RECHARGING TO IMPROVE TEACHERS PEDAGOGICAL COMPETENCE

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ABSTRACT

Teachers can develop their competencies by learning various training programs provided by schools or outside schools, and also from school facilities and infrastructures (library, laboratory, and the internet) as well as other education facilities. Thus, it is expected that teachers would be able to be professional in the implementation of education processes and teaching in classroom. Therefore, schools are required to provide trainings and learning resources for preparing competent teachers. For more, the schools are also demanded to have a teacher's competencies management development. It can be said that competencies are the manifestation of teacher's major character. One of competencies that should be owned by teachers is pedagogical competence. Based on the results of teacher's competency test (UKG) in Semarang City, it was found that many teachers' did not pass it. In detail, in the component of pedagogical competence, the average at national level were 48.94 or below the passing grade (SKM) of 55. Meanwhile, in 2016 the passing grade for National UKG were 80. Hence, to improve teachers' pedagogical competence, the community service team from Economics Faculty of UNNES conducted a learning models recharging to improve the pedagogical competence of Accounting subject Teachers' Organization (MGMP) in Vocational High School throughout Semarang City. To do so, the team started with identification, socialization, learning models recharging, learning models practice assistance, and ended with the provision of feedbacks.

Guru dapat mengembangkan kompetensinya melalui belajar dari berbagai program latihan dari sekolah maupun dari luar sekolah dan dari sarana prasarana (perpustakaan, laboratorium, internet) sekolah, serta program dan fasilitas pendidikan lainnya. Dengan demikian, diharapkan guru akan mampu bersikap profesional dalam proses pendidikan dan pengajaran dikelas. Karena itu, sekolah diharapkan menyediakan pelatihan dan sumber belajar demi terbentuknya guru yang kompeten, sekolah diharapkan memiliki manajemen pengembangan kompetensi guru. Dapat kita artikan bahwa kompetensi sebagai karakter utama seorang guru. Salah satu kompetensi yang harus dimiliki seorang guru adalah kompetensi paedagogik. Dari hasil UKG di kota Semarang banyak guru-guru yang tidak lolos. Hasil UKG untuk kompetensi bidang pedagogik saja, rata-rata nilai nasionalnya hanya 48,94, yakni berada di bawah standar kompetensi minimal (SKM), yaitu 55, sedangkan tahun 2016 standar kelulusan UKG Nasional adalah 80. Dalam rangka memperbaiki kompetensi paedagogik seorang guru, maka tim pengabdian kepada masyarakat FE UNNES mengadakan recharging model-model pembelajaran untuk meningkatkan kompetensi paedagogik guru pada MGMP Akuntansi SMK Kota Semarang yang dimulai dari identifikasi, sosialisasi, recharging model-model pembelajaran, pendampingan praktik model-model pembelajaran dan diakhiri dengan umpan balik.

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INTRODUCTION

Education has become an important sector in developing nation's intellectual. The education itself is a fundamental basic for the successors of nation and state. It can be said to have good quality when learning process can run well, effective, efficient, and produces competent graduates. As a process, education is close to or can be said as an integral part of life.

The Republic of Indonesia's Law No. 20 of 2003 on the National Education System states that: Education means conscious and well-planned effort in creating a learning environment and learning process so that learners will be able to develop their full potential for acquiring spiritual and religious strengths, develop self-control, personality, intelligence, morals and noble character and skills that one needs for him/herself and for the community. Education can also be interpreted as an effort to manage knowledge to have more space for other knowledge that one initially did not own. It means that humans experience a series of learning processes.

Law No. 14 of 2005 on Teachers and Lecturers states that teacher is a professional educator with the main task of educating, teaching, guiding, directing, training, assessing and evaluating students in formal early childhood education, primary and secondary education. Pedagogical competence is an inseparable part of the four main competencies that must be possessed by a teacher, namely pedagogical, personal, social, and professional competencies. Pedagogical competence is the ability of a teacher to manage the learning process of students.

Learning process is an important thing in education because learning interaction is the core of learning activity which can be a medium for structured and well-planned knowledge transfer from teacher to students. Hence, students will understand materials delivered by the teacher. In addition, a good learning process requires educators to liven classroom situation to be comfortable and joyful, and to strive for good character values for students.

Becoming a teacher is actually not an easy matter. Teacher is children future designer. Through his touch, the children future will be determined. Moreover, wrong actions can cause fatal impacts on children development not only today, but also in the future. According to the history of the development of teacher profession in Indonesia, it can be seen that in the past teacher recruitment was simple, as if teacher's position can be fulfilled by anyone without paying much attention to qualifications and competencies. In brief, the recruitment somehow sounded like "as long as there is a teacher to teach".

The entrance of 21st century offers dynamics and complex life challenges. All aspects demand fundamental and significant changes on education and learning processes for students, including a strong implication on the roles and responsibilities by teachers. This reason may underlay the government's efforts in structuring and improving teacher profession, covering teacher candidate education (structuring Institute of Teachers' Education or LPTK), teacher's initial career (induction program), and during their career (teacher's performance assessment, and sustainable professional development). It is believed that all of these are done to make education handled by people who are experts in their field. As a result, the future of education in Indonesia can be better.

Based on the results of field observation, it was known that accounting subject MGMP in Semarang City experienced difficulties in working on Teacher's Competency Test (UKG), especially pedagogical competence whose indicator is the ability to master educational learning activities, particularly in deciding learning models. The following are the average scores of pedagogical and professional competencies on 2015 UKG.

The Directorate General of Teachers and Teaching Staff of the Ministry of Education and Culture, Mr. Sumarna Supranata states that the national average score of pedagogical competence of UKG were 48.94 or below the passing grade of 55. Even, there was only one province which passed the passing grade, namely DI Yogyakarta (56.91). This result implied that there was bad quality in teaching method that needs to be concerned.

Pedagogical competence is an absolute competence that must be master by teacher. It is realized by teacher's performance in managing learning process. This competence is typical because it can distinguish teacher from other professions, and would determine the success and learning achievement of students. For more, this competence cannot be spontaneously obtained, but through continuous and systematic learning efforts both in the pre-service period (the education of prospective teachers) and during the commission which is supported by talents, interests and other teacher potential of each individual concerned.

All teachers who have taken (UKG) can see report cards or results. The teachers will get a report card in which there is teacher data along with 10 components of assessment. Components written in red indicate that the teacher needs to get training in the field. The Ministry of Education and Culture (Kemdikbud) has a target of improving teacher's competency which is still below the standard. To see the teacher's report card, the teacher must log in SIM Guru Pembelajar Online (GPO). After logging in on SIM GPO, the teacher will find out how many Groups of Modules (KM) that "Fulfill" the UKG passing grade marked in black and how many KM which "Does Not Fulfill" the passing grade

marked in red.

Concerning the above problems, the purpose of this community service activity was to improve the Pedagogical Competence of Accounting subject MGMP in Vocational High School throughout Semarang City. The advantage of this service was that to prepare teacher's independence to master learning processes based on students' development and school subjects so that they can do well on UGK and pass its passing grade.

PROBLEM

Teacher is a professional educator with the main task of educating, teaching, guiding, directing, training, assessing and evaluating students. These are done to make good character and outstanding students. According to Act number 20 of 2013 concerning national education article I, regarding general provisions in point 6 which read:

"Educators mean teaching staff who have the qualification to be teachers, lecturers, counselors, learning guides (pamong belajar), senior instructors (widyaiswara, tutors, instructors, facilitators, and other titles in accordance with their specialization, and who participate in the provision of education".

Teacher should be a model to be imitated by students in their daily life. Hamka Abdul Aziz (2012: 155) states that teacher is a profession, position or occupation which most likely to contribute good human models. Indeed, this profession produces people who have integrity and are meant to be followed as a model. Thus, teacher is a professional educator who has obtained a decree (SK) with the main task of educating, teaching, assessing and evaluating students in formal early childhood education, primary and secondary education, with the main goal of developing nation's intellectual.

Pedagogic is a theory of education which concerns about what and how to teach well. Meanwhile, in the Greek sense, pedagogic is a science which guides children to speak about problems and activities in education such as education purposes, education tools, the way to conduct education, students, educators, and so on. Thus, pedagogic is seen as a process or activity aimed at changing human's behavior.

Based on Law No. 14 of 2005 concerning Teachers and Lecturers, it is stated that pedagogical competence is the ability of a teacher in managing the learning process related to students, including understanding insight or educational foundation, understanding students, developing curriculum or syllabus, designing learning, implementing educational and dialogic learning, the use of learning technology, evaluation of learning outcomes, and development of students to actualize their various potentials.

Suryanto & Asep Jihad (2014: 41) argue that pedagogical competencies that should be mastered by teacher cover teacher's understanding of students, planning and implementation of learning, learning evaluation, and students' development to actualize any potentials they have. In this study, the pedagogical sub-competencies to master by the teacher are developed into the following indicators:

a. Understand students' characteristics from the aspects of physical, moral, spiritual, social, cultural, emotional, and intellectual
b. Master learning theories, and teaching principles
c. Develop curriculum related to subjects
d. Carry out educational learning
e. Utilize information and communication technology for learning
f. Communicate effectively, emphatically, and politely with students
g. Carry out learning assessment and evaluation
h. Perform reflective actions to improve learning quality
i. Facilitate the development of students' potentials to actualize the potentials they own

Learning Models in the Implementation of 2013 Curriculum

Learning model is examples of students' learning pattern or structure which are designed, applied, and evaluated systematically by teachers in order to achieve learning objectives. In other words, it is an example of the form of learning illustrated from the beginning until the end of learning that is presented specifically by teachers. Choosing or deciding learning models are strongly influenced by Standard Competence (KD), learning objectives, the nature of the material to teach, and the level of ability of students. In addition, each learning model has stages (syntax) that can be done by students. Based on the Ministry of Education and Culture Regulation Number 65 year 2013 concerning process standards, the preferred learning models in the implementation of the 2013 Curriculum are inquiry-based learning. , discovery learning, project-based learning models, and problem-based learning models. In the following, there are several considerations prior to determining a learning model to implement:

1. The suitability of the learning model with attitude competencies on KI-1, and KI-2 as well as knowledge and skill competencies on KD-3 and/KD-4
2. The Suitability of the learning model with the characteristics on KD-1 (if any) and KD-2 which can develop attitude competencies, and suitability of learning materials with demands on KD-3 and KD-4 to develop knowledge and skills competencies.
3. The use of a scientific approach that develops the learning experience of students through observing activities, questioning, experimenting / collecting information, associating, and communicating. Examples of activities in learning models: (1) Inquiry-based learning, (2) Discovery learning, (3) Project-based learning, and (4) Problem-based learning associated with the scientific approach (5M), are explained as follows:

Inquiry Learning Model is usually more suitable to use for math learning. Other subjects may also use it as long as it is appropriate with the characteristics of Basic

Competences (KD) or materials.

Project-Based Learning. This learning model aims focusing on complex needed by students in investigating and understanding learning through investigation, guiding students in a collaborative project that integrates various subjects (materials) in the curriculum, providing opportunities for students to explore materials by using various meaningful ways, and to conduct experiments collaboratively.

METHOD

To achieve output targets, the following activities were carried out:

Work Procedures:

No.	Problems	Methods	Targets	Output Targets
1.	Knowledge about learning models	Providing training on knowledge about learning models	Accounting subject MGMP in Semarang City	The service partners obtain knowledge about learning models
2.	The provision of learning models recharging	Providing training on learning models recharging	Accounting subject MGMP in Semarang City	All service partners are able to practice the learning models
3.	Practice of learning models	Providing training and assistance in practicing learning models	Accounting subject MGMP in Semarang City	The service partners carry out learning models practice based on strategies they obtain from the training

The details of work procedures are explained
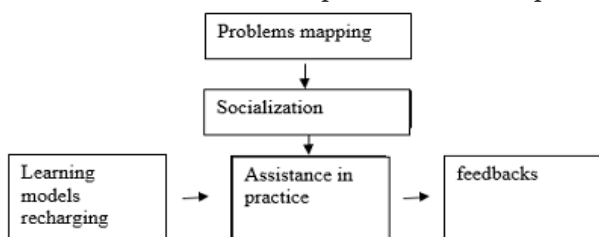
based on the stages of the approach carried out in the following formulation:

a. Identify the extent to which knowledge of learning models mastered by Accounting subject MGMP in SMK. The identification was done by direct interviews with accounting subject MGMP in SMK. Besides, it was also supported by filling out questionnaires and interviews with MGMP teachers.

b. Socializing of the importance of using learning models in teaching and learning activities. The socialization was carried out as an introduction to learning models to Accounting subject MGMP in SMK throughout Semarang City. The socialization materials covered: (1) the definition of learning models, (2) the advantages of using learning models, (3) tips to choose suitable learning model based on learning materials and students' condition, and (4) practice of learning models in teaching and learning activities.

c. Learning models recharging. The pedagogical competence is an absolute competence that must be mastered by teacher. Basically, it is the abili-

ty of teacher to manage students' learning. This competence is typical, and would distinguish teacher and other occupations as well as determines learning process success and students' learning achievement. One indicator that determines the mastery of pedagogical competence is the mastery of learning theories, and teaching principles. It is realized by teachers' ability in determining suitable approaches, strategies, methods, and learning techniques which are creative and based on teacher standard competence. It is also measured by the ability of teacher in adjusting learning method based on students' characteristics and motivating them to study. At last, in this service the Accounting subject MGMP teachers in SMK throughout Semarang City was introduced to learning models suitable to students' conditions.

d. Assistance in the practice of learning models. After being taught strategies in practicing learning models, the service team assisted to select learning models in teaching and learning activities.

e. Feedbacks provision. Feedbacks provision was done by presenting lesson plan, and evaluating it in relation to the tips given during the training. In this session, there was an identification on the difficulties faced by the training participants, and the provision of solution. Alternatively, suggestions and feedbacks from the participants were also identified as means of follow-up for the service activities.

On Saturday, September 9, 2017, the service activities done by the team were providing knowledge about the development of learning models to improve pedagogical competence. In this way, the teachers were given theories of the learning model comprehensively, and their application in the world of education. The theories covered pedagogical competence theories, and learning model theories. These two aspects were emphasized by the team because those were indicated as constraints faced by the teachers in delivering accounting materials in SMK.

DISCUSSION

The service activity was given to teachers who teach accounting subject in SMK throughout Semarang City. The training and assistance were joined by 18 accounting subject teachers. Prior to the implementation of the service with the theme of "the use of learning models recharging to improve pedagogical competence", the service team did a coordination with the board of Accounting subject MGMGP in SMK throughout Semarang City. The purposes was to equalize the perception of the purpose of community service carried out by the Service Team.

The problem solving models applied by the community service team were training and mentoring which resulted in the improvement in scientific competence. The SMK accounting subject teachers were expected to utilize collaborative learning models to improve their pe-

dagogical competence. Further, the partners' participation was done by joining the training on learning models, listening to the materials covering theories and concepts of pedagogical competence, and learning models as well as doing practice teaching. For more, once the materials were delivered, the next phase was the provision of assistance in form consultation for the teachers who still had problems in the implementation of accounting subject learning activities in SMK. The problems faced by the teachers actually started form their incomprehension of pedagogical competence. Therefore, the assistance provided by the service team by delivering learning models materials was very appropriate.

After the presentation of learning models materials, the activity was continued by discussion session. The teachers were enthusiastic in following this session. In details, before the materials were delivered, the service team provided pretest to measure the extent to which the teachers understood pedagogical competence materials. The pretest showed that the teachers' understanding on pedagogical competence was low. Whereas they must better understand the importance of students in learning these competencies.

The assistance was hoped to be a medium to help the accounting teachers who were still experiencing constraints in the field. Meanwhile, the module of the training can be used as a tool in the implementation of teaching and learning process in classroom. As a result, the training and assistance could comprehensively improve the teachers' understanding and pedagogical competence regarding learning models and provide solutions for constraints faced by the teachers.

CONCLUSION

Based on the results of the discussion and coordination with the Chairperson of the accounting subject Teachers' Association (MGMP) in Semarang City, there are two improvements in SMK accounting teachers' competencies:
1. The improvement in the teachers' pedagogical competence
2. The improvement in the ability to teach Accounting materials in SMK using various learning models.

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