



DEVELOPING TEACHERS' PEDAGOGICAL COMPETENCE GUIDANCE MODEL FOR TEACHERS OF PRIMARY SCHOOLS IN WEST SUB-DISTRICT OF SEMARANG

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Abstract

The purposes of the study on which this article is based are: to explain the condition pedagogical competence of primary school teachers in west Semarang subdistrict; to formulate the guidance model for evaluating the teacher pedagogical competence; and find out the effectiveness of the concerned model's implementation. The method used to develop the modified model of the ones suggested by Borg and Gall (1983) which consists of three main steps: a preliminary study, the process of its development and its finalization. The research results show that the pedagogical competence model of primary school teachers in west Semarang subdistrict is still considerable. The implementation of guidance model is done through workshop, colloquium, and direct implementation on the site. The conclusion of this research is that the model can be as an alternative guidance for finding out the teachers' pedagogical competence. The advantages of the developed model is the fulfillment of the needs to have the guidance to diagnose the concerned teachers' pedagogical competence dimensions and motivation is achieved. The product implementation can be also used to obtain the monitoring and evaluation information of the pedagogical competence of the teachers. It can furthermore be used as consideration to design the material for the trainers of a teacher training center since it can provide the real needs of pedagogical competence of the teachers going to be trained

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INTRODUCTION

Since the launching of the government statement which regards that the teachers' jobs as professional careers, the needs of providing legal devices, policies, and efforts to improve teachers' professionalism is getting more and more. The activities involve improving teacher qualifications up to the standards of professionalism of teachers through teachers' certification program. The main objective of the study is for the teachers to achieve a professional competencies to pass the certification evaluation program since most teachers have no clear knowledge of what efforts should be done for preparing documents needed in the teacher certification evaluation.

The results of the survey as a first step in this study, show a pedagogical mapping quality of primary school teachers ranges from 60% to 70% qualified. That is the research results which is conducted conducted to 85 primary school teachers in west sub-district of Semarang. The real pedagogical conditions using 10 pedagogical dimensions taken from the regulation of the Indonesia Minister of Education No. 16 /2007 which results in 38 indicators. Considering this condition, it can be identified that a certified primary school teacher pedagogical really needs to be improved in order to obtain qualified teachers. Efforts to improve this condition have been done by providing guidance either in the form of training, workshops, seminars, coaching directly and regularly. However, they are still in the pedagogical category. Based on the focus and the main problem of the study, the research detailed problems are: how the pedagogical competence of primary school teachers after having certification program is like; how the implementation of the guidance model of primary school teachers' pedagogical proposed after having a certification program is; what pedagogical guidance model is proposed for improving primary school teachers' competence after having a certification program; and how the guidance proposed model effectiveness is after it is implemented.

Based on the formulation of the problem then the purposes of this research are: describing the pedagogical competence of primary school teachers after after having a certification program; obtaining information on the implementation of guidance programs in terms of the teachers' pedagogical competence after having a certification program; developing a model of pedagogical guidance for primary school teachers after having a certification program; and finding out the effectiveness of the implementation of the proposed

model after having a certification program.

METHOD

The basis of the development of the pedagogical guidance model of the reaserach is the model of research and development suggested by Borg and Gall (1983)which is simplified into 3 phases, namely, the preliminary study stage, development stage and finalization of the model. In the preliminary study phase, the researchers conduct a series of theoretical studies, previous research studies and empirical studies (in their pre-research) through questionnaires, observations, interviews, and discussions with experts in order to obtain a conceptual model design of pedagogical guidance for post-primary school teachers' certification. The experiment is conducted with a qualitative approach and a number of informants needed using purposive sampling, such as the head of state primary schools, classroom teachers, school supervisors, the Educational Technical Implementation Unit (in 'bahasa Indonesia, it is 'UPTD') of West Semarang sub-district and trainers of the teacher training centre. The data are analyzed by using a triangulation technique which consists of exposure data, data reduction, and data verification. The stages of model development undertakes validation of concepts of the model by making use of a number of experts in education, managers and peers in the teacher training centre as a validators. The validation of the model concepts results in the material improvement to the hypothetical model. In the finalization phase of the model, the revision of the model is done to obtain the final product, by conducting Focus Group Discussion (FGD).

RESULTS AND DISCUSSION

The pedagogical competence condition of certified teachers of primary schools in Semarang western sub-district

The survey results indicate a pedagogical mapping on a number of teachers as the subjects this study, that 85 primary school teachers who are interviewed by their respective supervisors and principals at the sub-district of west Semarang have these conditions in terms of their pedagogical competence: their pedagogical competence achieved 100% competence, it competence only ranges from 60% to 70% ; there is less motivation for improving their competence, especially the teachers who are nearly retired; the proposed guidance for improving the competence can not

fully increase their motivation, mainly due to the embarrassed feeling to their senior teachers, and the training model seems to be ceremonial, it does not touch on the needs to improve the professionalism of the teachers.

Implementation process of the Competence Guidance model to the certified master classes in public primary school in west Semarang sub-district

The efforts to promote the findings of the research which have been conducted in the west Semarang sub-district can be divided into education and training in the forms of workshops, training, seminars, coaching and through the teacher training center which is explained below.

Education and Training (Workshop)

The guidance in order to enhance the professional competence of primary school teachers in West Semarang sub-district area through education and training (workshop) is able to improve the quality of teaching and school management. The education and training are participated by teachers, principals, and they are held either by the Ministry of Education and Culture and the public. The concerns of education and training on the site are: Education and Teaching, School of Management, Curriculum, Character Development, ICT and field enhancement in accordance with the respective condition of the trainees' schools.

Table 1. Education and teacher training participants

No	Subject	Topic	Number of participants
1	Education	Learning Strategy	24
		multi Intelligence	16
		Modification Workshop on Inclusive Education	32
		Review the model inclusive learning rate jateng	46
		SBK Training	36
		Technical Skills Teacher Inclusive	12
		SD Learning Quality Improvement	35
		Teacher Certification and Quality Improvement School	53
2	School Management	Training supervisory	21
		Strengthening Supervisory	12
		Budgeting Systems & School SPJ Ku	13
		MBS	24
		training library	12
		socialization UUPA	14
		employment administration	21
		Socialization PBKB	24
		Ing Orientation Course (kos)	26
		Bintek School Management	22
		Education & Training Resource Management School	12
		Socialization Pp No. 74	13
3	Curriculum	Development of Profetion	13
		Workshop Peng KTSP	32
		Implementation KTSP	34
4	Character Development	Development of Curriculum Training	34
		Character Education Nation	21
		education Nationalism	19
5	ICT	Building Nation Character International Special Education	17
		Internet Training	15
		Art of Music Training	12
6	Improvement ssi field of study		

The results of workshop show that School Management and Education tend to be participated by more participants compared to other subjects.

Seminar

Another form to improve the quality of teachers through their participation for developing their pedagogical competence is by following seminars. The seminar taken by the teachers which have the subjects such as education, curriculum, and school management are participated by teachers as shown in the following table.

Table 2. Field Study Seminar Teacher responses

No	Subject	Topik	Number of participants
1	Education	Education and Learning Quality Improvement	32
		National Seminar on Education	41
		Learning Innovation Research Seminar	11
2	Curriculum	Curriculum Development	16
3	School Management	Budgeting and Finance	12

The seminar which gains the most participants is the education subject and the fewest subject participants is School Management.

Direct coaching

The Educational Technical Implementation Unit ('UPTD') of West Semarang is divided into 8 Coaching Regions (in 'bahasa Indonesia' it is 'Dabin'). The guidance to primary school classroom teachers is conducted in a structured and continuous model, either by the principals or by the supervisors of Primary Schools in the respective coaching regions. The guidance of the teacher group of the respective 'UPTD' is done through meetings or directly guidance to the teachers at schools of the school coaching regions respectively by the chosen professional coaches and is often carried out through unannounced inspections of which the authentic results can be obtained. The routine guidance to primary school classroom teachers is conducted in a structured and continuous model, either by the principals or by the supervisors of Primary

Schools. This is executed by the chosen professional coaches either at the schools through the school principal and, by the professional coaches of the concerned 'UPTD'.

Teacher Training Centre

The guidance model designed by the Department of Education is a program of Central Java teacher training of which the goal are: improving the skills of teachers in the management of the learning potential for implementing learner-centered, improving teacher appreciation towards the development of the potential of functionally improvements toward self-actualization, and increasing the teachers' confidence to be a teacher model for their respective peers.

Implementation Guidance Model of Teacher Pedagogical Competence of Primary School State in West Semarang Sub-district after having certification program

Activities in Teacher Training Centre are facilitation and implementation. The field conditions on the two activities can be presented as follows. Facilitation consists of three sub-components, namely: diagnosis needs, treatment / treatment, and follow-up action plan. In the process of teacher training, the election of participants is done based on a decision made by the upper-ordinate institutions, and the activity does not undergo through the process of diagnosis of the needs of teacher training participants and treatment activities are not carried out, as well as the follow-up plan activities; these mean that teachers received nothing but practical activities only. They only get oral information. To compare the implementation of teacher training centre conducted by the Central Java; what the teachers get is much more than the one held by 'LPMP'. The implementation of the former consists of three sub-components, namely: activity plan of actions, monitoring and evaluation (M & E), and follow-up monitoring and evaluation results. The action plan has been implemented is in the the written program form. However the monitoring and evaluation activities and are still not conducted well.

Implementation of Pedagogic Competence Guidance Model to Primary School Teachers After certification program

The effectiveness of model is shown through the achievement of indicators of its productivity as the output of the model. In coaching

technique, the expected output is increased its performance; in the case of teachers' performance, the model enhances teacher professionalism and competence which can be seen through the increase of indicators of capabilities. Hopkins and Massy (1981: 19-20) stated that there are several characteristics that must be met by a model that can be used as the basis of effective achievement, as follow: the model should be simple, it should be complete on its important issues, it should be easy to control, it should be stable, it should be adaptive, and it should be easy to socialize. The measurement of the effectiveness of the model can be measured trough the achievement of objectives, its simplicity its completion of information and critical issues, its easiness when it is controlled, its regularity, its adaptivity, and easiness to socialize.

Coaching is linked in the context of schooling thus fostering pedagogical skills by engaging in the professional activities within the school context, it is hoped that the model can stimulate teachers to develop professionalism and create an improving effects to the school significantly in terms of technique when having candi-

dates of teachers doing the teaching practice , as expressed by Toonen, et al, (2012)that "By being engaged in professional learning activities within the school context, teachers stimulate both their own professional development and the development of the school and thus make a significant contribution in improving teaching practices".

Development output

The result is a model of guidance for improving the pedagogical competncve of teachers of primary schools in Semarang sub-district. In this research and development undertaken here is the developed model proves to be effective to improve the pedagogical competence of teachers in the teacher training centre which can be viewed through their professional performance. As explained in the method of the research, the development of the model have 3 stages: preparing the design of the conceptual model as a theoretical research results, the validation of the hypothetical conceptual model and finalization of the model as the final product of the whole research and development.

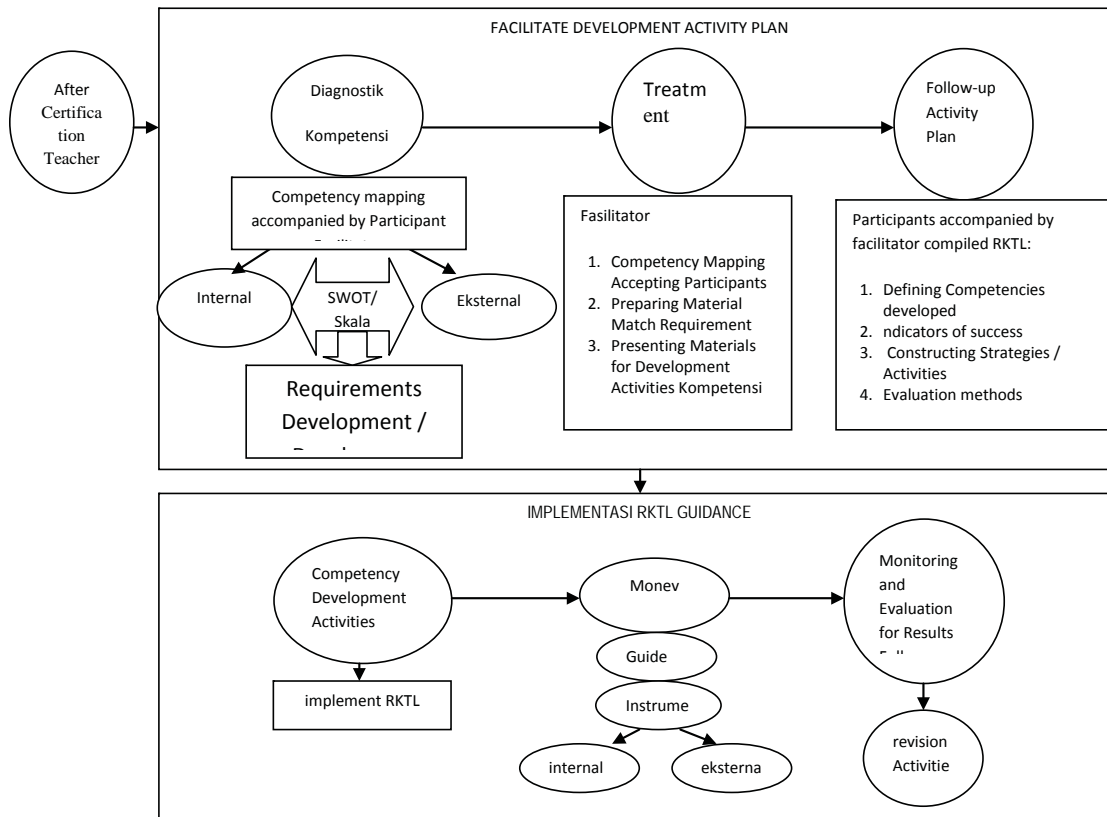


Figure 1. Main Component Model, are Event Facilitation and implementation

done through coaching, the professionalism of teachers influences the performance of the four components of competence, namely pedagogical competence, professional competence, personal competence, and social competence; there should be guidance to achieve clarification of administrative concepts and articulation ; upper ordinate guidance system does not have to be involved as the guidance; guide should have knowledge of human resources which consider man as an asset of the institution; the guidance should be in accordance with the principles for guiding towards development, the guidance should have an approach needed, and it shall be in accordance with the technical guidance needed. Based on these preliminary studies, it can be compiled that the design model Fostering Teacher Professionalism After certification program for Primary School Teachers in the west Semarangsub-district has implemented all the in Components required as a good Model. The model of guidance can be seen in the following diagram.

Hypothetical Model

The hypothetical model is an alternative model that is intended to answer questions as the research on effective models and best practices to solve problems on the model of teacher professionalism at post coaching certification program. The conceptual model is not a final model product; it requires a number of tests. The model was developed through the research and study of the theory and then validated by a number of experts. The experts included academicians, practitioners, institutions. From these results the improvement scheme of Pedagogical Competence Guidance Developed Model through the results of teacher training can be described as follows:

Final Model

The final model is revised model resulting from the development of a hypothetical model of the final model development by conducting Final Model Differences hypothetical models and hypothetical model is not too much, they are only two things to revise: (a) the diagnosis should be added with the diagnoses of institutional capacities in terms of facilities and infrastructure owned by the institution which holds the teacher training and (b) due to the need to remedy the results of monitoring and evaluation are informed to all the elements that supporting the teacher training, it is necessary to add a line of visualization showing that the results of monitoring and evalua-

tion for the teacher as well as participants who foster and act as facilitators should also be provided with guidance. The end product of research and development is the Primary School Teacher Pedagogical Competence Guidance Model After certification program. The model needs to be best implemented as professional guidance for primary school teachers. The teacher training program should consist of two activities, namely facilitation and implementation of a model which is originally used as the standard implementation of the guidance in the city of Semarang. The teacher training model proves to be very adaptive, because it has brainstorming, sharing, and problem solving with peers and the learning can be done directly or indirectly conducted, and collaborative model is really facilitate the concerned institutions.

CONCLUSION

The products produced in this study are Pedagogical Teachers Competence Model for Teachers of Primary School After having certification program. That guidance model is the development of models of teacher training program. The findings which are the hallmarks of the model developed is the need to diagnose pedagogical dimension and motivation of the teachers who will foster the model, so that the guidance based on the weakness of the teacher's pedagogical dimension. Another advantage of using this model is the availability of research material guidance to suit the needs of participants and user of model, so that its implementation is in accordance with the expectations of the researchers.

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