



Pedagogical Competence: Reflective Action For Improving The Quality Of Students 'Learning In Elementary School Teachers at Universitas Terbuka

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Abstract. The results of the Teacher Competency Examination (UKG) issued by the Ministry of Education and Culture for the City of Palembang, around 6224 teachers showed a score of 50.70 below the national average of 53.02 or below the minimum competency standard set of 55.00. The purpose of this study is to determine the level of pedagogical competence of Students 'Learning In Elementary School Teachers (PGSD) and the development of reflective actions to improve the quality of learning. The result is that all indicators of pedagogical competence are below the average set by the Ministry of Education and Culture (Kemendikbud) and this study produces a supplementary book on pedagogical competency on the weakest indicator, which is to take reflective action to improve the quality of learning.

Keywords: reflective action, pedagogical competence

INTRODUCTION ~ Teachers as professional educators must have competence, which is a set of knowledge, skills and behaviours that must be possessed, internalized, and controlled by the teacher in carrying out professional tasks. This shows that the competencies that must be possessed by the teacher in carrying out professional tasks are intact and integrative competencies that include aspects of knowledge, skills, and behaviour. Professional educators / teachers must be fully competent.

The competency possessed by the teacher is not limited to knowledge of professional tasks such as only knowing about ways to educate, teach, guide, direct, train, assess, and evaluate students, but that knowledge is not imbued and applied by the teacher consequently, consistent, and skilled. Based on the explanation of article 10 paragraph (1), there are four competencies that must be

possessed by teachers, (1) Pedagogical Competencies, there is the ability to manage student learning. (2) Personality competence is a strong personality ability, noble, wise, and authoritative as well as an example of students. (3) Professional competence, is the ability to master broad and deep subject matter. (4) Social competence, is the ability of teachers to communicate and interact effectively and efficiently with students, fellow teachers, parents / guardians of students, and surrounding communities.

According to Law No. 14 of 2005 concerning teachers and lecturers it is stated that the teacher is a professional educator with the main task of educating, teaching, guiding, directing, training, evaluating, and evaluating students in early childhood education, formal education pathways, basic education, and secondary education. PGSD UPBJJ UT Palembang students are teachers who



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must be assured of all competencies (personality, social, professional and pedagogical), for this purpose a focused and targeted learning program is needed as an appropriate development effort to improve teacher / student competence in UT.

Data on the results of the Teacher Competency Examination (UKG) issued by the Ministry of Education and Culture for the City of Palembang to 6224 teachers showed a score of 50.70 below the national average of 53.02 or below the minimum competency standard set of 55.0. This condition attracts the attention of researchers to find out and try to carry out multi-year research for 3 years, where the first year of this study aims to describe the pedagogical profile of Universitas Terbuka's students in the Elementary School Teacher Education Study Program (PGSD) in Palembang. The pedagogical competencies that are the focus of this research are, (1) characteristics and potential development of students, (2) learning theories and principles of learning that teach, (3) curriculum development, (4) learning methodology, (5) assessment of processes and results learning, (6) effective communication, (7) educational design that educates. (8) utilization of learning assessment results, (9) use of ICT in learning, (10) reflection of learning and its follow-up through CAR. Researchers hope this research can be a reference and consideration for the improvement of special learning services in the field of teacher competence.

With regard to pedagogical competence which is one of the competencies required in the Act, it is very important for an educator to develop and improve the quality of his competence. As stated by Indriani (2015), pedagogical competence is the ability of teachers to manage learners' learning based on an educational approach, so that they carry out their professional functions more effectively. Correspondingly, Saryati (2014) revealed a more complex definition of pedagogical competence as follows "Teacher pedagogical competence is the ability of teachers to manage learners' learning that at least includes: understanding insight or educational foundation, understanding of students, developing curriculum / syllabus , the design of learning, the implementation of learning that educates and dialogues, the use of learning technology, the evaluation of learning outcomes, and the development of students to actualize the various potentials they have".

The pedagogic concept is the idea that gives color to the basic principles of doing and how to do educational actions that must be accounted for, in harmony with the principles of developing human nature and the future of human life. Marsh (2012) in its introduction states, what do we all have to do in educating? This strengthens our thinking, that in educating the children of the nation, it is not what we can do, but how we must do as optimal as possible. Thus, pedagogics provides a solid foundation in preparing prospective



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educators to educate the nation's children in a better future than today.

In harmony with the pedagogical understanding, which guides children in developing their personality towards psychophysical and spiritual maturity that contains the development of individual, social, moral and religious dimensions (Irwantoro & Suryana, 2016). Universitas Terbuka as an educational institution that opens opportunities for anyone who feels called as an educator, has a responsibility in developing sciences that underlie how they should do and how to do innovative, effective, and strategic.

Theoretically pedagogic is very effective if it is managed in a university environment (Tilaar, 2015). Campus environment is a complete learning environment and is often called a miniature of life. Pedagogic is inseparable from life and on the contrary pedagogic in education becomes a pillar in all aspects of life.

METHOD

The research method used by researchers is survey method. According to Sugiyono (2013) the understanding of the research survey method was carried out using a

questionnaire as an instrument of research conducted on large and small populations, but the data examined were data from samples taken from the population, so that relative incidents, distributions and relationships between variables, sociology and variables were found. psychological. The survey in this study will be applied by gathering information about the pedagogical competence of UT's PGSD students in Palembang. The number of samples determined according to the Slovin Formula is 98 students spread across several study groups at Universitas Terbuka. The deepening of the data analysis model used in this study is the interactive model analysis of Miles and Huberman. This analysis consists of three main components, namely data reduction, data display, and verification drawing conclusions Sugiyono, 2009, p. 338. The focus of the discussion in this article is the most important issue discussed, the problem will be explored using observation and interviews.

RESULTS

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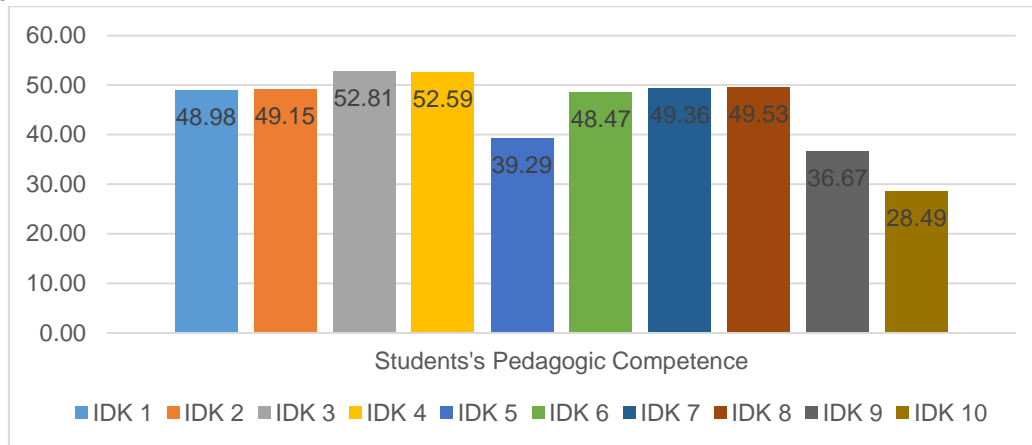


Figure 1 The following are the results of pedagogical competency research of Universitas Terbuka's PGSD students in Palembang

Description

IDK 1	Mastering students' characteristics from physical, moral, social, cultural, emotional, and intellectual aspects.
IDK 2	Mastering learning theory and learning principles that educate.
IDK 3	Developing a curriculum related to the subjects / areas of development that are being taught.
IDK 4	Organizing educational learning
IDK 5	Utilizing information and communication technology for learning purposes
IDK 6	Facilitating the development of potential learners to actualize the various potentials they have
IDK 7	Communicate effectively, empathically, and politely with students
IDK 8	Conducting assessment and evaluation processes and outcomes of learning
IDK 9	Utilizing the results of assessment and evaluation for the benefit of learning
IDK 10	Taking action to improve the quality reflective learning.

DISCUSSION

The data in Figure 1 shows that all competency indicators are below the average value determined by the stakeholders, namely 55.00. The focus of the discussion in this article is on indicator 10 Perform reflective actions to improve the quality of learning that has the lowest score of 28.49. The focus of the discussion in this article is the Development of Competency Topics in reflective action to improve the quality of learning. This problem originated from the Classroom Action Research (CAR) conducted by teachers not as a solution to overcome

problems in learning but CAR was created just for administrative problems and the need for promotion.

Reflection on learning will provide optimal results if the teacher can implement it carefully and seriously. The teacher also needs to understand well the forms of reflection implementation as well as having the right strategy in carrying out learning reflection. This is considering that the reflection of learning is something that is complex and involves various aspects in its implementation. According to Schon (in Payong, 2011) there are three forms of implementation of reflection which include

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reflection in action, reflection on action, and reflection about action.

Reflection on action is a relatively comprehensive reflection activity, by taking a broader and deeper perspective



Reflection in action is related to the decision-making process by the teacher when actively involved in learning. Reflection on action is a reflection that is carried out before and after the action is carried out. Usually, before learning, the teacher has considered carefully, why the teacher uses certain methods or approaches. The teacher already has certain considerations about its suitability to the learning context. After carrying out learning the teacher then does a reflection to see the effectiveness of the use of methods or approaches that have been applied, what are the weaknesses and strengths. In reflection on actions, teachers can find weaknesses and strengths systematically and analytically.

and critical of its learning practices by examining it from various other aspects, such as ethical, moral, political, economic, sociological, and so forth. Through this reflection, teachers can gain a broader understanding of their learning practices and increase their responsibility and accountability for choices, and decisions made in learning practices. The researcher makes a CAR book (supplement book) to make it easier to reflect learning and compile a CAR report. The following is the development outline.

- A. The importance of CAR to teachers and lecturers
- B. Steps for Conducting Classroom Action Research
 1. Determine the Problem and Focus the Problem



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|------------------------------|------------------------------|
| 2. Data Collection Procedure | 5. Composing Research Report |
| 3. Field Data Analysis | |
| 4. Data Interpretation | |

Figure 2. Supplement Book's Cover

Reflective Study Journal

Instructions for Completing Reflective Learning Journal

1. Write down the findings of learning observations in the description column of the findings of learning observations in accordance with the format!
2. Write down the reflection results in the reflection column in accordance with the activities being carried out with the following focus:
 - a. Findings to be followed up
 - b. Analysis or interpretation of the findings
 - c. Follow-up recommendations / formulations
3. Conduct a literature review of the learning problems that arise and the actions that will be applied then write down the results of the study in the column provided!
4. Write the reference source when doing a literature review in the column provided!

Class :

Subtheme :

Meeting : ...

Description of Observations on Students		
Findings		
Related to the Materials Substance	Related to the Learning Pedagogy Substance	Related to Class Management

Phase: Learning Reflections

Description of Learning Reflection Results		
Findings To Be Followed Up	Analysis / Interpretation / Meaning (What & Why)	Follow up (How)



Phase: Literature Review

Summary of Literature Study Results
Problem (Bound Variable)
Actions (Independent Variable)
References

(Saputra, 2017)

CONCLUSION

From the data processing results it can be concluded that the level of pedagogical competence of Universitas Terbuka's Primary School Teacher Education students in Palembang City is below the standard average. There are 10 topics / indicators of competency development, developed in this article are the competencies to take reflective actions to improve the quality of learning with the topic Reflection on learning and follow up through Classroom Action Research (CAR).

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