

Pedagogical Competency Analysis of Teachers at Muhammadiyah Elementary School Domban 4 Sleman

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Abstract: Teachers are an important role in the world of education that can determine the quality of learning. The task of teachers is to provide knowledge that can develop and improve abilities in students and achieve the goal of education. Being a teacher must master four competencies, one of which is pedagogical competence. The pedagogical competence of teachers is very important to be improved, because by having pedagogical competencies teachers can manage the learning of learners, such as understanding of learners, planning and implementation of learning, evaluation of learning outcomes and developing learners to actualize the various potentials they have. This research aims to find out the pedagogical competencies possessed by teachers at SD Muhammadiyah Domban 4 Sleman. The research method used in this study is qualitative with a descriptive approach and this research takes data from the principal, one class teacher, and one upper class student. The object of this study is the pedagogical competence of teachers at SD Muhammadiyah Domban 4 Sleman. Data collection techniques in this study are interviews, observations, and documentation. The collected data is analyzed by data collection, data reduction, data presentation, and verification. The results of the research obtained from this study are that the pedagogical competence of teachers at SD Muhammadiyah Domban 4 Sleman is good. This can be seen from the background and experience of teaching teachers. The role of pedagogic competence in the learning process also affects the learning outcomes of students in the classroom. Teachers who have good pedagogical competence tend to be successful in


managing learning in the classroom.

Keywords: Pedagogic Competence, Education, Teachers.

1. Introduction

According to Government Regulation Number 20 of 2003 concerning SISDIKNAS, education is a conscious effort to realize a learning environment and learning process so that students can actively develop their potential to have spiritual and religious power, self-control, personality, intelligence, noble morals, and the skills needed for themselves, society, nation, and the country. Education becomes the nation's life benchmark by paying attention to the quality of its human resources. Achieving learning objectives will make it easier to reach them so that the role of educators on the part of students can assist development in the world of education (Sujana, 2019). Education is a form of freedom of thought for all human beings. The concept of humanistic education is an idea made by Ki Hadjar Dewantara where the learning process is to increase self-awareness so that students can find and find patterns of their quality (Angraini & Wiryanto, 2022).

Changes and advances in science and educational science are accelerating, so changes in the curriculum are created. Current curriculum changes require teachers to be able to adjust to developments and what is needed to get good results. It is a factor in the quality of school quality. The Indonesian education system is inseparable from existing problems, so to improve the quality of education, educators quality is by improving teachers' pedagogical competence. The problem with teacher competence is



serious, so it needs to be adequately fostered; besides that, teachers continue to learn to develop insight and intellect and can build teacher creativity (Ulfa et al., 2021).

In improving the quality of education, the role of a teacher is significant. So that teachers must have competence in carrying out the learning process properly. Law of the Republic of Indonesia Number 14 of 2005 concerning Teachers and Lecturers states that teachers must have academic qualifications, competencies, certification of educators, be physically and mentally healthy, and realize national education goals. Teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students. Teachers' performance is interpreted as the achievements in carrying out their duties during specific deadlines measured (Afandi, 2018).

Teacher competence combines personal, scientific, technological, social, and spiritual abilities, including teachers' mastery of understanding students (Tabi'in, 2017). Competence can also mean a qualitative description of actual teacher behavior or the ability and authority of teachers in carrying out their teaching profession (Usman, 2016). Three aspects of teacher competencies include knowledge, capability, and attitudes realized in honest work and are beneficial to self and the environment (Musfah, 2012). The three aspects of ability are related to each other so that the competencies possessed by a teacher will show the quality of the actual teacher.

One of the competencies that a teacher must have is pedagogical competence. Pedagogical competence is the ability to process learning, which includes planning, implementing, and evaluating students' learning outcomes (Rahman, 2014). A teacher must possess this competence in realizing successful learning and teaching activities. The teacher's pedagogical competence is essential to improve because pedagogical competence can increase the professionalism of teachers in teaching. Besides that, by having pedagogical competence, teachers can organize learning materials delivered to students using various techniques.

The purpose of this study is to describe the pedagogical competencies of teachers at Muhammadiyah Domban 4 Sleman Elementary School. Based on the National Education Standards on pedagogical competencies, the ability of a teacher to manage to learn in the class includes understanding students, designing and implementing learning, evaluating learning outcomes, and developing student potential. As stated above, the indicators of a teacher's pedagogical competence include their knowledge of learning theories, their proficiency in curriculum development, their ability to implement learning activities, their ability to maximize each student's potential, their ability to interact with students, and their proficiency in evaluation and assessment procedures. The purpose of this study is to describe the pedagogical competence of teachers at SD Muhammadiyah Domban 4 Sleman.

2. Methodology

2.1. Method

In this study, the method used is qualitative with a descriptive approach, which in this method describes and analyzes the pedagogical competence of teachers at Muhammadiyah Domban 4 Sleman Elementary School. This approach aims to investigate numerous problems in the area and derive a meaning that fits the study context. Research using this qualitative descriptive method is a method that seeks to provide systematic and careful information about the facts and properties of a given population that aims to solve the actual problems faced now and collect data or information to be compiled, explained, and analyzed (Margono, 2010).

Observation, interviews, and documentation carried out the data collection techniques to obtain the desired results in analyzing teacher pedagogical competencies at Muhammadiyah Domban 4 Sleman Elementary School. Data collection techniques through interviews are necessary aids in the form of instruments as a guideline for interviews conducted by sources that contain aspects related to the matters. The interview instrument grid is the first aspect of mastering teachers in mastering the theory and principles of learning that educates with indicators to ensure the level of understanding of students and techniques used in learning with a total of two questions. The second aspect is teachers' mastery in developing the curriculum, and the indicator is compiling syllabus and RPP and selecting learning materials that follow learning objectives. The third aspect is teachers' mastery of educational learning activities with one indicator, namely, the teacher carries out learning according to the RPP. The fourth aspect is the teacher's mastery of developing students' potential by analyzing the learning outcomes and identifying the talents and interests of students. The fifth aspect is teachers' mastery in communicating with students with indicators of understanding to learners to find out students' understanding and listen to students' answers. And the last aspect is assessment and evaluation with indicators to assess and analyze learning outcomes. This study employed the four-stage Miles and Huberman data analysis methodology, which includes data collection, data reduction, data presentation, and conclusion. The purpose of this research is the investigation of pedagogical abilities in SD Muhammadiyah Domban 4 Sleman, followed by the principal, one class teacher, and one high-end student as the topic of the study.

3. Results and Discussion

3.1. Result

According to the findings of this study's research at Muhammadiyah Domban 4 Sleman Elementary School, the teacher has already demonstrated good pedagogical competence in the first seven areas by researching the characteristics of students. According to the results of interviews with the principal and teachers, teachers can

easily understand the characteristics of students during the KBM process with the face-to-face school experiment during the pandemic. Teachers can see the development of students both in attitude, progress, and emotion. Thus over time, the teacher will quickly memorize the characters of students, then social interaction between friends, while learning their manners to the teacher in class. In teaching and learning activities, teachers can communicate using language that is easier for students to understand and help to adjust their class level. Teachers have different ways to inspire students' differences in characteristics, but with the same purpose so that students can immerse themselves in the material conveyed.

Teachers must employ academic and creative learning strategies and approaches to accomplish learning objectives that also consider their students' characteristics, which proves that mastering learning theories and principles of educational learning are exemplary. The methods vary, such as lectures, storytelling, assignments, learning videos, and learning practices. With this, learners can understand the lesson clearly and more actively. The lack of complaints from parents related to teaching materials and not many cases during the KBM process in class are examples of this success.

Learning planning is carried out by teachers at Muhammadiyah Domban 4 Sleman Elementary School in preparing for classroom learning by preparing an RPP (Learning Implementation Plan) following the 2013 Curriculum. Curriculum development is the third aspect of pedagogical competence; in this aspect, the teacher is good at compiling syllabus and RPP following the curriculum objectives. With the 2013 curriculum changes, it is easy for teachers to collect syllabuses and develop them into RPP following the Basic Competencies (BC). Learning activities that educate teachers start with teaching and learning activities by opening learning activities, the process of learning activities, and closing the process of learning activities. In the learning process, the teacher refers to the RPP and adjusts it with the teaching materials and materials accordingly. However, in the learning process, teachers will not constantly change the RPP made because obstacles can be encountered, such as impromptu meetings, student accidents in the classroom, or even sick students.

The development of students' potential in Muhammadiyah Domban 4 Sleman Elementary School is carried out by teachers using various methods, namely through learning activities in and outside the classroom through extracurricular activities and outings. Actions in the classroom are usually assignments outside the classroom or extracurricular activities in the school, such as cheerful Saturdays and achievement Saturdays; this supports the development of students' potential. Muhammadiyah Domban 4 Elementary School provides good facilities to support the development of student potential following their abilities, both academically and non-academically. Teachers will guide students who attend star classes where students will study subjects that are often competed. Star class activities are carried out outside of lesson hours, this activity

does not force students to participate, but teachers suggest this activity to students with potential in the academic field. The non-academic area is usually found in extracurricular activities such as those in Muhammadiyah Domban 4 Elementary School, such as futsal, holy sites, Hizbul wathan, art classes, and others. So those teachers mastering the development of students' potential are promising.

The assessment and evaluation conducted by the teacher to determine the level of achievement of student development are good. The assessment carried out by the teacher is in the form of individual or group assignments, according to the material taught. Depending on the time available, usually, the teacher will ask students to collect assignments at that time so that the teacher can also correct the works collected by students. The results of student learning evaluations are usually evaluated using assessment instruments as a reference for student development, not only the assessment of knowledge but its assessment of student attitudes, as well as the assessment of student skills.

3.2. Statement of results

One of the skills a teacher needs is pedagogical competence, which has to do with how well they can manage learning in the classroom and their knowledge of various academic fields. A teacher's understanding of students is one of the pedagogical competencies a teacher must possess. By the elements of pedagogical competency in understanding students, the pedagogical competencies of teachers certified at Muhammadiyah Domban 4 Sleman Elementary School have already demonstrated good features. Class teachers have understood students from the aspects of creativity, physical condition, level of intelligence, and cognitive development. Teachers must know at least four things from students: creativity, physical condition, level of intelligence, and cognitive development (Mulyasa, 2013). In the discussion in this study, the researcher focuses more on teacher pedagogical competencies.

Teachers must have and master seven aspects of pedagogical competencies, namely, mastering the characteristics of students, learning theories and learning principles, curriculum development, educational learning activities, development of students' potential, communication with students, and assessment and evaluation; this statement is based on the Regulation of the Minister of National Education Number 16 of 2007 concerning Academic qualifications and Teacher Competencies. Based on the results of interviews at Muhammadiyah Elementary School Domban 4 Sleman related to teacher pedagogical competencies, namely:

1. Mastering the Characteristics of Learners

The first aspect of pedagogical competence is mastering the characteristics of students. Teachers must pay more attention to the different characteristics of students, such as level of intelligence, creativity, physical condition, and cognitive development. According to the findings of interviews with classroom teachers at Muhammadiyah Domban 4 Sleman Elementary School, the teachers' understanding of student characteristics is good, as seen by their interactions with students both within and outside the

classroom, such as during lunch or prayer. Manners and manners of students are also essential to value in understanding the characteristics of students. Conducive classroom conditions and a pleasant atmosphere can make students less bored and more active in learning. Teachers must know their students' character qualities, self-control, and learning progress. Experts affirm that teachers need to comprehend at least four things from students, which are as follows: creativity, health, intellect, and stage of cognitive development (Mulyasa, 2013). Teachers must also be proficient in a number of the techniques used to deliver lessons, modify content, and monitor student growth. Education is an intentional and planned endeavor to realize the classroom environment in the learning process, as stated in Law Number 20 of 2003 Concerning the National Education System. The learning process focuses on students' skills to develop their potentials, such as spiritual and religious strength, self-control, personality, intelligence, noble morals, and skills.

2. Mastering Learning Theory and Educating Learning Principles

Learning is a process of guiding students in carrying out a learning process that can foster and encourage a learning spirit; this involves interrelated components that interact with each other to achieve the expected results per the objectives set (Rohmah, 2017). When mastering the theory of learning and the principles of educating learners in the 2013 curriculum, teachers must pay attention to students' learning processes. Teachers are supposed to be able to develop diverse tactics, approaches, and procedures that educate following requirements for teacher competency in this respect. Teachers can describe the aspects of their student's learning in the learning process, including their knowledge, behavior, and abilities. Teachers can understand two educational learning theories by using an academic learning approach in each learning process. Teachers in delivering learning usually use lecture, assignment, storytelling, and discussion methods. In the 2013 curriculum, students need to be active in the learning process, and the application of learning models also affects the ability to improve critical thinking and literacy (Rizki et al., 2022).

Curriculum Development

Curriculum development is the third indicator of pedagogical competence. In developing the curriculum, teachers must be able to prepare a syllabus following the curriculum's objectives and use RPP per the objectives or teaching materials. In the learning needs of students, teachers can adjust, choose, and compile learning materials. Curriculum development is seen when the teacher determines the learning objectives and selects materials with an approach. In developing a curriculum that adapts to students' character so they can realize success in the learning process, one of them cooperates in making RPP following learning objectives (Purwandari, 2013). The 2013 curriculum emphasizes teachers' ability to implement appropriate learning processes, including student attitudes, knowledge, and skills (Kurni et al., 2017). The statement above proves that teachers must be able to develop curricula and design learning that can acquire knowledge and

attitudes in students to the maximum. Teachers at Muhammadiyah Elementary School Domban 4 Sleman always carry out the learning process by defining learning objectives and compiling RPP following the material to be delivered. In the 2013 curriculum, teachers are required to develop learning that can show students the skills of the learning process. Preparing the syllabus and the current RPP also means that teachers must master following the 2013 curriculum. Teachers must also be able to meet all the demands of where they teach so that the teacher's ability to develop the curriculum must be high.

4. Educational Learning Activities

Educational learning activities are the fourth indicator of pedagogical competence. Educational learning is learning that can bear fruit not only on the basics of science and technology but also on fostering a solid character (Joni, 2011). Teachers must be able to prepare and implement the design of the learning process from start to finish and carry out learning activities that follow the needs of students. Teachers must be able to develop conducive learning methods and strategies. Today technology is increasing, so teachers must utilize information technology to fulfill learning interests. The use of this method and procedure expects students to be able to develop their potential to the fullest.

5. Development of Learner Potential

The fifth indicator of pedagogical competence is developing students' potential, where teachers must understand students' characteristics well. In understanding the characteristics, the teacher can see from his intelligence, behavior, physical state, and others. Each learner has a different potential from the other, so the teacher must develop the possibility of that learner to establish better. One of the programs that can be implemented to create potential is extracurricular activities (Ramli, 2016). Based on the results of interviews with classroom teachers at Muhammadiyah Domban 4 Elementary School, Sleman understands that understanding and developing students' potential is seen from students' ability in the learning process, such as their knowledge and art skills and others. So that the teacher will direct the students with their respective abilities through extracurricular activities. The extracurricular activities include non-academic and academic activities such as star class programs.

6. Communication With Learners

Communication with students is the sixth indicator of pedagogical competence. Communication with students is not just a teacher delivering material to students, but teachers must also prepare learning methods and strategies that follow the characteristics of students. In the learning process, teachers and students interact with each other, namely by communicating effectively, empathetically, and politely. A teacher's communication when carrying out teaching activities can affect the results received by students (Paramita, 2020). Based on the researcher's interviews with teachers at Muhammadiyah Domban 4 Sleman Elementary School, the communication between teachers and students is decisive in understanding the material conveyed in classroom learning activities. From the description above, it can be seen that the teacher has done communication well

with students. So that learning activities take place, the classroom atmosphere becomes conducive and active. Effective communication, empathy, and courtesy can score students with high abilities and behave well (Intania & Utama, 2020).

7. Assessment and Evaluation

Assessment and evaluation of pedagogical competencies, the teacher evaluates learning outcomes to determine students' behavior and competence formation. Learning evaluation based on competence refers to the cognitive, affective, and psychomotor domains. The assessment is carried out to collect and process information through performance, projects, portfolios, and existing knowledge in students (Aulia et al., 2020). Based on interviews with classroom teachers at Muhammadiyah Elementary School Domban 4, assessments and evaluations are carried out by looking at students' knowledge when learning activities in the classroom occur and students' behavior when interacting with their friends. Teachers will involve LOTS and HOTS in the quantitative assessment process such as assignments and exams, multiple choice, and short descriptions. In the activity, the teacher will record the results obtained from students during one semester as a report of achievement. So that the teacher can see which are incomplete and incomplete, then the teacher will provide special guidance to students who are not complete. Based on the description above, it can be seen that the pedagogical competence of teachers at Muhammadiyah Domban 4 elementary school in learning following the 2013 curriculum is excellent. The teachers proved it by carrying out their profession in their field in earnest, and the magnitude of the demands given does not discourage teachers.

4. Conclusion

Teachers' pedagogical competence at Muhammadiyah Domban 4 Sleman Elementary School is good, as proved by the teacher's background and teaching experience. Mastery of teachers in understanding the characteristics of students is good. In mastering the theory of learning and the principles of learning that educate teachers have done well, as evidenced by applying techniques in the learning process. Teachers can develop the curriculum well. Teachers are also good enough at carrying out educational learning activities. Teachers are good at developing students' potential by daily observation and identification of students both in and outside the classroom and in academic and non-academic terms. In establishing communication with students, teachers communicate with students both during learning activities and outside of learning hours. In the assessment and evaluation activities, teachers carry out well with assignments after the learning process and exams at school.

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