

Evaluation of Teacher's Pedagogical Competence in Developing 2013 Curriculum Learning

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Abstract

This study aims to examine the standard process for preparing the 2013 curriculum lesson plans, the teacher's ability in preparing the 2013 curriculum lesson plans, and the guidelines used in the preparation of the 2013 curriculum RPP. Data collection techniques by means of observation, interviews, and documentation. The data analysis technique uses inductive qualitative data analysis. Data analysis was carried out using data analysis techniques proposed by Miles and Huberman which included data reduction, data display, and conclusion drawing. The results showed that the RPP preparation process must follow the standards the drafting process, and the existing rules or guidelines published by the government, then the teacher's ability to compile the 2013 curriculum lesson plan can be said to be "very good" referring to the Permendikbud. This study concludes that in the preparation of the lesson plan always refers to the standard of the preparation process and the ability of teachers in preparing the 2013 curriculum lesson plans is very good with reference to the Permendikbud. The implementation of the 2013 curriculum on teacher pedagogic competence in the preparation of learning tools can run well with the support of meeting national education standards and teachers who have good motivation, creativity, and performance.

Keywords: Teacher Pedagogical Competence, Learning Tools

1. Introduction

The curriculum is a component in education that is a guide in implementing learning both in the order of the education unit and class (Budiani et al., 2017; Qolbi & Hamami, 2021). In the end of the curriculum a series of components is an effort in the realization of the achievement of educational goals that is to educate the nation's life as enshrined in the 1945 constitution. From time to time the content of education continues to grow along with the development of science, technology, social and culture that is increasingly advanced. Therefore, changing the curriculum becomes a necessity and something that needs to be done. Curriculum changes that occur in Indonesia is a learning plan that has a very strategic position in the whole learning activities that will determine the process and results of an education that is carried out (Manurung, 2019). Indonesia is a unitary state, adopting a policy of continuous change to the curriculum. Until now the Indonesian national curriculum has changed 10 times, namely in 1947, 1952, 1964, 1968, 1975, 1984, 1994, 2004, 2006 and 2013. The Indonesian government is currently issuing a new curriculum known as the 2013 curriculum. The 2013 curriculum was developed in order to respond to one of the external challenges, namely the low quality of education in the international arena, especially in the ASEAN countries. Changes in the curriculum from the previous Education Unit Level Curriculum (KTSP) to the 2013 curriculum had its own consequences for teachers (Fernandes, 2019; Krissandi & Rusmawan, 2015). In the 2013 curriculum learning teachers are required to carry out active learning with a scientific approach and authentic assessment.

The results of the evaluation of the 2013 curriculum implementation reveal that some teachers in teaching have not made optimal use of learning resources and textbooks as the main reference without trying to be creative to develop better by utilizing the environment and learning resources, so that learning activities are still limited. in the classroom (Budiani et al., 2017; Mulyadin, 2016). Some teachers still fully implement the assessment of the learning

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process; this is because the success of students is measured by the final score of the national exam in the form of numbers.

Teacher competence is the ability of a teacher to carry out his obligations responsibly and properly (Hazmi, 2019; Tedjawati, 2011). Teacher competence is a combination of personal, scientific, technological, social, and spiritual abilities that form the standard competency of the teacher profession which includes material mastery, understanding of students, educational learning, personal development and professionalism (Darmadi, 2016; Simamora, 2014). The teacher's conception of science teaching and learning has been carried out in the context of implementing the conceptual change approach (Van Driel et al., 1998). In implementing the learning process, the teacher must have several competencies namely: pedagogical competence, personality competence, social competence, and professional competence. Pedagogic competence is one type of competency that is absolutely necessary for a teacher to have and master. Basically, this pedagogic competence is the teacher's ability to process student learning, this competency is a competency that is obtained through systematic learning processes and efforts (Hakim, 2015; Ramdass & Mashitulela, 2016). Teacher pedagogical content knowledge, professional teacher beliefs, work-related motivation and self-regulation as aspects of their professional competence (Ciptaningtyas et al., 2020; Kunter, M. et al., 2013). Several measures are used to assess teacher competence, teaching quality and student achievement and motivation. As a result, the two-tier structural equation model revealed positive effects of teachers' pedagogical content knowledge, enthusiasm for teaching and self-regulation skills on teacher quality, but teachers' general academic abilities did not affect their teaching. Teachers have an important role in making students with good academic quality, expertise, emotional, moral and spiritual maturity, to support this, it is necessary to have a teacher who has qualifications, competence, and high dedication in carrying out their duties (Hamid, 2017a; Hanafy, 2014).

Professional competence is the ability to master learning materials broadly and deeply (Hanafy, 2014; Junaid & Baharuddin, 2020; Tyagita & Iriani, 2018), including: concepts, structures, and scientific or technological or artistic methods that cover / are coherent with teaching materials; teaching materials in the school curriculum; conceptual relations between related subjects; application of scientific concepts in everyday life and; professional competition in a global context while preserving national values and culture. Professional competence is competence related to the completion of teacher assignments, meaning that this competency is very important, therefore the professional level of a teacher can be seen from this competency. Teacher competence is required to be able to arrange learning tools, because if a learning process is not planned, the learning process will run ineffectively. In the process of preparing the learning tools the teacher must be able to develop several things, namely, the syllabus, lesson plans (RPP), and assessment instruments, which must comply with the guidelines or guidelines issued by the government such as the 2013 curriculum. The curriculum is simply a set of learning tools consisting of a syllabus, lesson plans, subject matter, teachers, and students (Qolbi & Hamami, 2021). Along with the demands of the development of science and technology, cultural changes, and the development of education globally, curriculum changes within a certain period of time are inevitable. The changing times demand a new curriculum and also a new understanding of the meaning of the curriculum itself. The curriculum is an example of a carefully planned set of courses designed to develop students' knowledge and skills (Cheville & Heywood, 2019).

From the findings in the field several problems were found in the implementation of the 2013 curriculum at SMP 1 Praya Tengah which took place twice in the 2014/2015 academic year which was applied in odd semesters for grades VIII and IX in the preparation of a learning implementation plan (RPP) using Permendikbud No. 22 2015 and the assessment process uses Permendikbud No. 24, while grade VII uses the Education Unit Level Curriculum (KTSP). At the time of the implementation of the 2013 curriculum there was a curriculum change at the behest of the minister of education on the grounds that in the academic year 2014/2015 it was an educational project (filed project), so that SMP 1 Praya

Tengah schools had to use KTSP for a while, in the 2016/2017 school year SMP 1 Praya Tengah applies the 2013 curriculum again its application is only for grade VII with the guidance for preparing RPP using the reference Permendikbud 104 of 2015 and the assessment system refers to Permendikbud No 53 of 2015. During the implementation of the 2013 curriculum at SMP 1 Praya Tengah has conducted training and held training related to 2013 curriculum. In implementing the 2013 curriculum at SMPN 1 Praya Tengah, especially in social science learning, teachers still face problems in the preparation of learning implementation plans and their implementation because educational resources such as infrastructure, costs, organization, environment are the key to successful implementation of the 2013 curriculum, but the key primarily the teacher. The key to the success of an education lies in the quality of teachers and teacher professionalism, even though now technology is sophisticated and has become an integral part of the world of education. However, ideally a curriculum without the support of the teacher's ability to apply it, the curriculum will not be meaningful as an educational tool (Krissandi & Rusmawan, 2015).

Therefore, in implementing the 2013 Curriculum teachers must really be prepared long before the 2013 Curriculum is decided to be implemented or applied in the world of education in Indonesia by improving the quality of teacher pedagogical competencies. All teachers must be empowered and demanded to understand the substance of the curriculum and its application in the learning process (Haq, 2019). Thus the teacher is able to educate, teach, and guide students in the learning process, and can manage student learning in their class well. From the above problems, it is necessary to evaluate the preparation of learning tools and their application. This study aims to determine the standard for the process of preparing the Learning Implementation Plan (RPP), to find out the guidelines used in the preparation of the 2013 curriculum learning implementation plan and to determine the teacher's ability to compile the 2013 curriculum learning.

2. Method

This study used a qualitative case study model. A case study is a comprehensive description and explanation of various aspects of an individual, a group, an organization (community), a program, or a social situation (Mulyana, 2010). Qualitative research is a research method based on the philosophy of postpositivism, which is used to examine the conditions of natural objects where the researcher is a key instrument and the results of qualitative research emphasize meaning rather than generalization (Sugiyono, 2015). The location of the research was conducted in West Nusa Tenggara Province, Central Lombok Regency, at the Middle School 1 Praya Tengah. Data collection procedures using the method of observation or direct observation. Observation is a complex process that is composed of various biological and psychological processes. Researchers used unstructured interviews and documentation. The data analysis technique uses inductive qualitative data analysis techniques. Data analysis is a process of systematically searching and compiling data obtained from interviews, field notes, and describing them into units, synthesizing, arranging into patterns, choosing which ones are important and what will be learned, and make conclusions so that they are easily understood by oneself and others. Data analysis techniques are performed using data analysis techniques which include data reduction, data display, and conclusion drawing (Milles & Huberman, 1992).

3. Result and Discussion

Results

The standard process for preparing RPP for the 2013 curriculum

In the preparation of the RPP curriculum 2013 must refer to the guidelines for the preparation of the standard RPP preparation process that has been set. As for the standard of the RPP preparation process as expressed by the curriculum of SMPN 1 Praya Tengah that, in the preparation of RPP, the main things that must be considered and understood by teachers are the principles in preparing the 2013 curriculum RPP, not only to be understood and considered but must be reviewed first because what is planned or arranged must be

student-centered because the 2013 curriculum teachers are encouraged to understand their students from all aspects and what will be applied must be in accordance with the circumstances of the surrounding environment and adapt to developments in information technology. In connection with the principles of preparing lesson plans which consist of eight principles, in the preparation of lesson plans here only pay attention to six principles (individual differences, student learning independence, focus on students, provide feedback and follow-up and link competencies and use media in implementation of learning, while context-based learning is not applied and the learning that is developed is not associated with the present by the social studies subject teacher.

The 2013 curriculum always has a positive impact on education in Indonesia. In the preparation of RPP always pay attention to the educational subject in terms of students, their achievements and mastery of the material being taught. The curriculum is not only teacher-centered but more centered and guides students to be more active in the learning process. The preparation of lesson plans is also important for teachers to pay attention to the components and their systems are listed in their entirety and in accordance with the guidelines and theory in the standard lesson plan preparation process which is used as a reference or guideline such as school identity, subjects, classes / semesters and designated locations and meetings, competencies core and basic competencies, indicators of competency achievement, learning objectives, learning materials, learning approaches and models have been applied in the lesson plan, the media and tools used in learning and learning resources or references used in learning and assessment of learning outcomes have been included the whole.

In preparing the RPP the steps taken by the teacher at SMPN 1 Praya Tengah first carry out the syllabus review stage, the teacher always pays attention to the core competencies and identifies the relationship between the third basic competency and the fourth basic competency, and pays attention to the material to be used in the learning process. In this case the teacher also pays attention to learning activities that are adjusted to the set time allocation. The teacher includes the full school identity as stated in the RPP components, besides that the teacher must include core competencies and basic competencies and write a series of basic competencies taken from the syllabus and developed into indicators of knowledge and skills competency achievement. Basic competencies are included in the indicators of each operational verb that have been listed in the basic competencies and indicators of competency achievement that have been formulated previously.

In understanding the measurement indicators with operational verbs that will be used in measuring the ability of students both in terms of remembering, applying, analyzing, evaluating and designing in each learning activity meeting. However, at SMPN 1 Praya Tengah, only a few measurement indicators and operational verbs are used, such as the ability to understand (make reports, explain), apply application knowledge (describe) and analyze (distinguish). While other measurement indicators are not applied in the lesson plan, such as the ability to remember, the ability to evaluate, and the ability to design. Thus for teachers it is very easy to adjust to the rules that are the focus of reference in social studies subjects. In accordance with the regulations that have been published by the government, the 2013 curriculum is a supporting factor for the development of students who are better, competent in the field of education in particular. In the achievement of RPP preparation, it is seen from the standard of the preparation process, then the rules and principles and systematics in writing then the steps in preparing a good and correct RPP as adjusted to the existing rules and guidelines.

Guidelines used in the preparation of RPP curriculum 2013

The guidelines or rules that have been set by the government regarding the guidelines for the preparation of RPP are rules from the Permendikbud which have become a reference for public schools in particular. The learning implementation plan prepared by the teacher should ideally refer to the guidelines, this is to make it easier for teachers to prepare learning tools and make them as input and comparison when compiling lesson plans. The

learning implementation plan is used by the teacher as a guide in the implementation of learning so that learning is carried out in accordance with optimal wishes or expectations. Because the lesson plan is one of the factors that can affect the learning that is carried out. Therefore, in its preparation, it must refer to the guidelines or guidelines that have been established.

The reference in the preparation of learning at SMPN 1 Praya Tengah refers to the regulations or policies of the Permendikbud without a number, which is a combination of Permendikbud number 103 with Permendikbud No. 22 used in the preparation of the RPP. In the same vein, what was explained by (Akmalia) as Waka sarpras (advice and infrastructure) stated that, the Permendikbud rules that have been implemented in schools, still refer to the guidelines for preparing the 2013 Curriculum RPP which is the reference at SMPN 1 Praya Tengah. Regulation of Permendikbud No.103 with Permendikbud No. 22 is still being applied, there are not too many changes but only merges the components of Permendikbud No. 22 with Permendikbud 103 components, which is called the guideline for drafting the revised edition of RPP which was implemented in 2017.

The teacher's ability to plan the implementation of curriculum 2013 learning

In the preparation of the plan for the implementation of learning, it is a pedagogical competence that must be possessed by an educator because the RPP will be used as a reference in the implementation of the learning process. Teacher pedagogical competence is important to improve, because teacher pedagogical competence will increase teacher professional competence in teaching, because by having pedagogical competence, the teacher has the ability to organize learning material that will be conveyed properly to students with various techniques (Rahman, 2014). Therefore, in the preparation of the lesson plan, it must be based on or refer to existing guidelines as in the theory of things that are done in the preparation of the lesson plan, namely, identifying the needs of students, and the stages of infiltrating the learning program. With the synergy and ability of teachers in compiling RPP Curriculum 2013, teachers are required to understand and master the fields of each subject being taught at school. In addition, teachers are also required to be able to guide and direct their students to become exemplary students in school, as well as carry out tasks at school and promote discipline to students at SMPN 1 Praya Tengah.

In connection with the teacher's ability to prepare RPP Curriculum 2013, the researcher conducted an analysis and assessment of the learning tools that had been prepared by the teachers of SMPN 1 Praya Tengah. In this case, the teacher always pays attention to the principles of preparing lesson plans. The first thing that must be considered or understood is the principles of preparation, because the lesson plans to be made must be in accordance with what the teacher needs personally and specifically for students who will be taught, therefore in this case what is required to be active is that students are not teachers. It was explained again that, it is not only the principles of RPP preparation that must be understood by the teacher but also must understand the systematics, components and steps in the preparation of the RPP. Because this is because it still refers to the rules that have been set by the government with the proper and correct way to prepare RPP.

Discussion

Based on the results of research conducted at SMPN 1 Praya Tengah, it was found that in the process of preparing RPP, the main thing that was noticed and understood by the teacher was not only to be understood and noticed but had to be reviewed first because what was planned or arranged had to be student-centered accordingly. with the 2013 curriculum preparation guidelines, and teachers must also understand their students from all aspects, must be in accordance with the conditions of the surrounding environment and adapt to developments in information technology. This is also in line with the results of research that is paying attention to environmental conditions and the needs of students in the process of preparing lesson plans will create active and fun learning for students so that they can achieve the desired learning (Hamid, 2017b; Munarsih, 2019).

The preparation of RPPs carried out by the IPS teachers at SMPN 1 Praya Tengah as a reference or guide in planning the implementation of learning, the teacher compiles a systematic lesson plan by including the identity of the school, subject, class / semester as well as the location of time set in the meeting, core competences and basic competencies, indicators - indicators of competency attainment, learning objectives, learning materials, learning approaches and models to be applied in learning, media and tools used in learning and learning resources or references used in learning, assessment of learning outcomes, and evaluation of learning outcomes have been listed the whole. This is in accordance with the results of research that the teacher prepares a learning implementation plan that includes at least the learning objectives of teaching materials, teaching methods, learning resources, and assessment of learning outcomes (Nursina, 2016). The learning implementation plan that is prepared is said to be good if it meets structural components, the order of the material is in accordance with the development of students, presents methods that can make students active, creative, effective and fun and can apply various aspects of assessment and assessment techniques and learning resources used in accordance with the environment around the students. In addition, the quality of learning success is determined in terms of student achievement through learning outcomes and the professionalism of a teacher in planning, implementing, and evaluating learning in class also plays a role in determining the quality of learning (Andriani et al., 2016; Rizki, 2014).

Based on the results of interviews and researcher's analysis of the pedagogical competence of social studies subject teachers in the development of lesson plans (RPP), this can be said to be very good because seen from the data that the researchers found has included and fulfilled all certain aspects, which can be seen from its suitability with criteria and completeness of RPP components that are appropriate and functionally related to one another, so as to support the achievement of basic competency indicators. This is also in accordance with the results of research which stated that the role of teacher pedagogical competence in the learning process also affects learning outcomes in their class and teachers who have good pedagogical competence tend to be successful in learning in their class (Sari & Setiawan, 2020; Yulyani et al., 2020). Those who have low pedagogical competence are less likely to succeed in learning. The pedagogy of a teacher is not enough only seen from the ability of learning knowledge carried out through tests of related pedagogical knowledge starting from understanding the theory and principles of learning, the characteristics of students, developing curriculum, implementing learning, understanding the assessment and evaluation of learning processes and outcomes, but it is necessary also conducts a qualitative assessment (qualitative assessment) of the ability of teachers in designing learning (namely assessment of lesson plans), and assessment of the implementation of learning (Habibullah, 2012; Rukayah, 2018; Tryanasari et al., 2013). In addition, teachers can also attend seminars, workshops, and publish national and international journals to improve their pedagogical competence (Suhaemi & Aedi, 2015).

4. Conclusions and Suggestions

The teacher in compiling the RPP uses the 2017 revised edition guidelines which are a combination of Permendikbud 103 with Permendikbud 22 which has been established in 2017. In terms of the teacher's ability to prepare RPP curriculum 2013 at SMPN 1 Praya Tengah, it is the main thing that must be understood by a teacher, in terms of the learning program that we know as lesson plans, the teacher pays attention to the criteria and standard of the preparation process as previously described and the components of the lesson plans listed have been adjusted to the core competencies, basic competencies, indicators, materials, learning steps and media tools used. used as well as with the judgments already listed in the prepared RPP.

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