

Analysis of the Relationship Between Development of Teacher's Pedagogic Competence Through Work Group Effectiveness

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Abstrak

Pengembangan Kompetensi Pedagogik melalui KKG merupakan wadah pembinaan oleh pembina bagi guru untuk meningkatkan kompetensinya dalam melaksanakan pembelajaran. Namun berdasarkan hasil Uji Kompetensi Guru, nilai kompetensi pedagogik sangat rendah. Oleh karena itu, KKG harus mampu menjadi wadah pengembangan kompetensi pedagogik guru. Penelitian ini bertujuan untuk mendeskripsikan pengembangan kompetensi pedagogik melalui KKG di salah satu sekolah swasta di Provinsi DKI Jakarta. Penelitian ini menggunakan pendekatan kualitatif deskriptif. Sumber data diambil dengan cara purposive sampling dan snowball sampling. Pengumpulan data dilakukan dengan wawancara, observasi, dan studi dokumen. Proses analisis data meliputi reduksi data, penyajian data, dan penarikan kesimpulan. Adapun menggunakan triangulasi data untuk memverifikasi keakuratan data. Hasil penelitian yang dilakukan dalam KKG di salah satu sekolah swasta di Provinsi DKI Jakarta, telah terlaksana dengan baik. Secara khusus adalah sebagai berikut: kegiatan pengembangan kompetensi pedagogik guru melalui KKG dan manfaat pengembangan kompetensi pedagogik guru melalui KKG.

Kata kunci: Persepsi, Kompetensi Managerial, Supervisi, Kinerja Guru

Abstract

Pedagogic Competency Development through the Teacher Working Group is a forum for coaching by coaches for teachers to improve their competence in carrying out learning. However, based on the results of the Teacher Competency Examination, the pedagogic competency score was very low. As a result, the Teacher Working Group must be able to become a forum for developing teacher pedagogic competence. This study aims to describe the development of pedagogical competence through the Teacher Working Group in one of the private schools in DKI Jakarta Province. This research use descriptive qualitative approach. Data sources were taken by means of purposive sampling and snowball sampling. Data collection was carried out by interviews, observations, and document studies. The process of data analysis included data reduction, data display, and conclusion-making. As for using data triangulation to verify the accuracy of the data. The results of the research conducted in the Teacher Working Group at a private school in DKI Jakarta Province, have been carried out well. Specifically, they are as follows: teacher pedagogic competency development activities through the Teacher Working

Group and the benefits of developing teacher pedagogic competence through the Teacher Working Group.

Keywords: Perception, Managerial Competence, Supervision, Teachers' Performance.

INTRODUCTION

Teachers are one of the most valuable assets in the world of education. The existence of teachers who are directly involved in the learning process is able to develop the potential of students optimally. The Law Number 14 of 2005, Article 1 Paragraph 1, describes the responsibilities of a teacher as a professional educator whose primary responsibility is to educate, teach, guide, direct, train, assess, and evaluate students in early childhood education through formal education, elementary education, and secondary education (Aidah, 2020). In other words, the task of a professional teacher in the formal education pathway is not only to educate; it also needs to be supported by his ability to plan and evaluate teaching and learning activities. This will later affect the learning outcomes of students while they are participating in learning. If students exhibit the expected values and behavior, the teacher will be praised; conversely, if students exhibit poor behavior and receive low grades, the teacher is deemed ineffective in his duties (Astuti et al., 2023).

On the other hand, teachers are professionals. A profession, according to Ahyan Yusuf Sya'bani, is a job that requires knowledge, special skills or abilities, and training or education as high as possible with the aim of providing services to the general public at large. In order to be able to carry out their duties and responsibilities as professional educators optimally and completely, teachers are required to meet the qualifications stated in the law. According to Article 8 of Law No. 14 of 2005, teachers must have academic qualifications, competencies, and educator certificates, be physically and mentally healthy, and be capable of achieving national education goals (Idris, 2012).

Based on Law Number 14 of 2005, Article 10 Paragraph 1 concerning Teachers and Lecturers explains that teachers must have 4 competencies, namely pedagogic competence, personal competence, social competence, and professional competence obtained through professional education (Subandi & Musriadi, 2020). What distinguishes teachers from other professions is pedagogical competence. Teacher pedagogical competence is a set of knowledge, skills, abilities, skills, and behaviors that must be possessed, internalized, and mastered by teachers in order to educate. The results of research conducted by Khofiatun et al. The Role of Teacher Pedagogic Competence in Thematic Learning in Elementary Schools discovered that teacher pedagogic competence plays a significant role in teaching and learning activities (Parinussa et al., 2023). Teachers with good competence are able to develop the characteristics and needs of students. This can be seen in the case of the class IV teacher, where the teacher is able to develop learning media and models and use various sources in the implementation of learning, while for the class V teacher, the learning method is carried out conventionally so that the role of the teacher in learning is not visible. The factors that influence these differences lie in the teacher's pedagogical competence regarding educational background, learning experience, and the value of the Teacher Competency Test (Simanungkalit et al., 2022).

Even though pedagogical competence is the main requirement for a teacher, there are still teachers who do not have the expected pedagogical competence. There are still many teachers who have less effective teaching methods or seem boring (Simbolon, 2021). According to Dudung, Chairman of the Executive Board of the Indonesian Teachers Association, teacher incompetence occurs due to low interest in learning, reading, writing, and producing learning media works. He suspects that teachers are too lazy to join professional organizations, so they have no motivation to improve their abilities. This data is also reinforced by the average score of the national Teacher Competency Test in 2015, where the national average score reached 53.02 while the government is targeting the average score at 55. The average competency score is still

classified as low for pedagogic competence, with an average value of 48.94. This situation indicates that there is a need to increase teacher pedagogical competence in an effort to improve the quality of education (Simbolon et al., 2022; Wahdiniawati et al., 2023).

Basically, the development of pedagogic competence in the Teacher Working Group was not carried out due to a lack of enthusiasm and motivation from the teachers and encouragement from the supervisor (Subandi et al., 2022). Besides that, there was a lack of communication between the two parties, so that the teachers were reluctant to actively participate in the Teacher Working Group. Whereas, according to Lubis, the existence of the Islamic Religious Education Teacher Working Group in elementary schools needs to be actualized and empowered according to developments in order to foster and develop various competencies of Islamic religious education teachers themselves in an optimal, integrated, factual, and sustainable manner.

Province DKI Jakarta, especially in South Jakarta has a Teacher Working Group which is a forum for the association of teachers of Islamic Religious Education in elementary schools consisting of 71 schools, of which 39 are public schools and 32 are private schools.

METHOD

Descriptive techniques are used in this study's qualitative methodology. In this study, observation, documentation studies, and interviews were all used as data collection methods. The researcher employed the Miles and Huberman (1984) data analysis technique, in which qualitative data analysis tasks are continuously carried out until they are finished or the data becomes saturated. The Miles and Huberman model's data analysis procedure consists of three steps: data reduction, data display, generating conclusions, and verification.

RESULTS AND DISCUSSION

Based on the results of the analysis that the researchers did, the organizational structure contained in the development of pedagogic competence with signs for the development of the KKG or MGMP has differences in the location of sections and fields. In the organizational structure, the guidelines for the development of the KKG or MGMP for each program to be implemented are regulated by the field of program planning and implementation, while in the development of pedagogic competence, the programs to be implemented are regulated by each section. In addition, the signs for the development of the KKG or MGMP have a Public Relations and Collaboration field to provide convenience in building relationships with external and internal parties, whereas there is none in the development of pedagogic competence. This shows that the sections contained in the structure of the development of pedagogic competence are quite detailed, but there are deficiencies in the development of pedagogic competence where the existence of the only field of public relations and cooperation does not exist. According to the researcher, it would be nice if the development of pedagogic competence structure had a Public Relations and Cooperation sector and a Development sector to oversee the sections contained in the development of pedagogic competence structure.

According to the results of the interviews, the supervisor conducts training for teachers, then carries out follow-up in the form of supervision to assess and examine the impact of coaching on these teachers. The cycle will repeat itself to increase competence, particularly in the pedagogical domain of teachers. Coaching is carried out when the supervision detects a deficiency. Most of the coaching is the responsibility of the supervisor. This was conveyed by the chairman of the KKG during an interview. However, the supervisor does not necessarily carry out the coaching himself; he continues to hold discussions with the administrators, the Principal Working Group (KKKS), and the School Supervision Working Group (KKPS). If there is one teacher who is categorized as qualified in a particular field, the supervisor and management will not hesitate to give him the opportunity to coach other teachers. Based on the interviews the researchers conducted with several informants, all said at the same time that they held routine meetings at least once a month, whether they were conducted online via Zoom or offline at school. This is, of

course, in accordance with what is contained in the guidelines for the development of the KKG or MGMP. The closeness of supervisors and teachers also looks very familiar; this can be seen by researchers during interviews with each source and in the results of observations that researchers made during the development and socialization of the independent curriculum.

The coach appreciates the members who actively participate in the meeting and help with the activities held. According to the results of the interview, "Every year we have spiritual money; we appreciate friends who go all out; it's routine but not every month." If the religious language is "sami'na wa athona," there were five people working tirelessly and without wasting any time yesterday. Meanwhile, for members, supervisors provide sanctions. "If there is someone who is not active, the certificate is not signed; it is too troublesome." "Not only that, being reprimanded by supervisors is embarrassing; being reprimanded by supervisors in the group, there are also embarrassing sanctions there." "It is proven by the regional head controlling its members, which schools are not yet present, and then strengthened by absence."

Based on the observations that the researchers made, the teachers managed learning well, starting with the planning, implementation, and evaluation of learning. In making lesson plans, teachers answered in various ways; some prepared them independently and referred to the applicable Ministry of Education and Culture regulations, and some worked together to compile them. This certainly makes development of pedagogic competence a place for sharing and giving. Teachers always read the material to be conveyed to students before they begin learning. Before the KBM took place, according to Fahmi, students built a habit of doing recitations and sholawat together. This spiritual planting is a form of building closeness between the creators.

At the Teaching and Learning Activities stage, teachers use the media they have and a variety of methods in teaching, as well as icebreakers if the class atmosphere appears boring and quiet, so that students are excited to participate in Teaching and Learning Activities. If there are students who are not disciplined in the Sikhun KBM, Yusuf, Supriyanto, and Fahmi admonish them in different ways. At the end of the lesson, Sikhun, Yusuf, Supriyanto, and Fahmi held a quiz about the material that had been studied in class. They provide exam grids for students and remedial for students who score below the KKM during the exam's implementation.

Coaching at development of pedagogic competence can help teachers develop their pedagogical skills. This is based on the results of observations that researchers have made of several religious teachers and on other observations that researchers have made. The existence of this coaching provides a venue for asking questions about something that is unknown. In addition, according to Ms. Khuria, a member and secretary, the development of pedagogic competence, this coaching and the KKG forum were able to encourage the creativity of each teacher and utilize the potential possessed by each individual. In fact, there are already many teachers who are involved as YouTubers presenting learning content. The beliefs of the teachers become a vessel for giving and sharing. The cohesiveness of the teachers was seen when the researchers participated in the Independent Curriculum Development and Socialization activities. This activity is able to trigger the potential of each teacher so that it has an impact on the quality of interesting learning and instills Islamic values in everyday life.

CONCLUSION

Based on the findings and analysis regarding the development of teacher pedagogic competence, it can be concluded that the coaching activities are carried out carefully and the socialization of the independent curriculum is easy to understand. Coaching is also able to develop pedagogic competence for teachers. The detailed conclusions regarding the development of teacher pedagogic competence are as follows: Coaching activities use coaching techniques both individually and in groups. Individual coaching entails private meetings and class visits, whereas group coaching entails meetings in working groups. Private meetings are meetings held by the teacher with the coach, while for class visits, the coach comes to the school where the teacher teaches to assess and provide guidance to the teacher. The group technique is

coaching provided by supervisors to teachers through monthly meetings held at the beginning of the month. The forms of coaching carried out are in-house training, discussion of educational issues, distance learning, and workshops. In-house training is training conducted internally. The presenters are supervisors, principals, or teachers themselves. Furthermore, the discussion of educational problems carried out by the supervisor with the teacher regarding learning or administrative problems with individual or group techniques While distance learning is a form of coaching that is carried out when conditions and distances make it impossible to meet, The last is a workshop in the form of training that produces products. Usually several teachers are appointed as representatives, and they then distribute the training, like the Merdeka Curriculum. The teachers were very enthusiastic about participating in each activity. This can be seen from the way the teacher consistently participates in one of the activities in the form of fostering and socializing the independent curriculum from the beginning to the end of the activity via Zoom. In addition, the participation of teachers in training activities is evidenced by the attendance list of teachers, in which 92 out of 113 teachers participated. Pedagogic Competency Development is able to provide benefits to individual teachers by helping them creatively manage learning and create interesting learning by instilling Islamic values in their lives.

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