

PEDAGOGIC COMPETENCY ANALYSIS OF TEACHERS IN ONLINE LEARNING

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Abstract

Measuring learning is an essential part of every teacher's job. Teachers need to check students' understanding, parents, students, and leaders need to know how students are performing as a whole to help them successfully prepare for college and work. Assessments delivered using technology can also provide a more complete and nuanced picture of students' needs, interests, and abilities than traditional assessments, allowing educators to personalize learning. This study aims to understand the pedagogical competence of teachers and to understand the development of bold learning. Through embedded assessments, educators can see evidence of student thinking during the learning process and provide near real-time feedback via the learning dashboard so they can take action in real time. Families can find out more about what and how their children study during the school day. In the long term, educators, schools, districts, states and nations can use information to support continuous improvement and innovation in learning. Technology-enabled tools can also support teacher evaluation and coaching. These tools record videos and other evidence of quality teaching such as teamwork and collaboration.

Keyword: Education, learning, pedagogic, online class

INTRODUCTION

In this era of globalization, the development of increasingly sophisticated technology brings a lot of influence to society, easy access to and makes it easy to communicate, transact, and socialize quickly and efficiently. Technological development is developing very rapidly as it goes on time both in developing and developed countries, especially in Indonesia including developing countries (Kalosi, Enrekang, & Ajaran, 2018). This has a positive impact and there is also a negative impact on society. The impact can also be felt by all groups, including the educated. In line with advances in global technology, it has entered all aspects of life in the fields of economy, politics, culture, art and even in the world of education. Therefore, the Indonesian people are certainly looking forward to a more advanced, future-oriented education. (Susanto, 2017) Technological progress is something that we cannot avoid in life because technological progress will run in accordance with scientific advances.

As we know, several components of education are the existence of teachers, students, and schools that facilitate the creation of communication relationships in the learning process. However, when studying at home, the teacher cannot meet students. This fact assumes the result of the lack of preparation for students, teachers and parents again. This situation is

very hard for the teacher. How come? The learning methods that have been used and controlled by the teacher must be changed 180 degrees when they cannot meet face to face with students. Plus, the obstacles are very manifold. Among them are learning media, learning models, and learning resources. Online learning media based on social media platforms, provided free of charge, are the only home learning solution during this pandemic. The use of online social media allows interactions to take place without time and space limits. (Susanto, Ratnawati, Agustina, 2017) However, the problem is, not all students have devices. Not all students master online learning media, such as Zoom, Google Meet, Whatsapp Group. Not to mention the condition of this Pandemic made the economic sector weak, so if you want to buy a child's smartphone you have to think again. On the other hand, not all teachers also master technology in actualizing the right learning model. When compulsory learning is done from home, teachers must be able to create learning models that can be used while educating students via online. This is a big challenge for a teacher. How come? Being a teacher must know how the character of students is, so that the teacher can determine the appropriate learning model. These constraints are learning resources. In addition to books, teachers are a source of student learning, without teacher

guidance students will find it difficult to understand the existing material. This is also an obstacle for teachers. The reason is online learning. The presence and enthusiasm of students is very necessary. However, in reality students are busy with other things at home.

Some of the advantages of online learning (e-learning) include that students will get more reading / reference sources, which can be stored by themselves and do not have to be printed. Students can also perform computational data analysis without a time limit, and are not limited to SPSS software only. Students will get other alternative programs to process data (computationally) according to their basic desires and abilities. In addition, students can also discuss online with other students or with teachers.

Unlike the situation in the classroom where students tend to be reluctant to ask questions about their lack of understanding, face-to-face written communication in online classrooms is more likely for students to convey all the problems they face. Other students can also provide solutions according to their arguments. Because there is no time limit for students to access learning sites that are presented in detail and complete with reading material, practice questions, discussion materials, and this data processing program, it is hoped that online classroom learning can have a significant effect on student learning outcomes.

Every innovation is created to provide positive benefits for human life. Provide a lot of evidence, and as a new way of doing human activities, especially in the field of information technology, it has enjoyed the many benefits it brings by the innovations that have been generated in the last decade. Communication as an educational medium is carried out using communication media such as telephones, computers, internet, e-mail and so on. Between teachers and students is not only done through face-to-face relationships and is also done using these media. Teachers can provide services without having to deal directly with students. Likewise, students can obtain information in a broad scope from various media sources in cyber space or cyberspace using a computer or the internet. The most recent thing is the development of what is called "cyber teaching" or Maya, which is a learning process carried out using the internet. Another term that is increasingly popular today is e-learning, which

is a learning model using Information and Communication Technology media, especially the Internet. Learning technology continues to develop along with the times. In the implementation of daily learning we often encounter the use of technological developments in the world of education. As is often done by teachers or lecturers, namely combining technological tools in the learning process. The field of education is a very broad field.

The scope includes all human understanding and thoughts about education, everyone has heard the word education, and everyone has experienced education as a child or everyone as a parent, teacher, educated. Education is an effort to expand knowledge in order to shape values, attitudes and behavior as an effort to uplift human dignity. In education, teacher has the most important role. Teacher performance is very necessary for improve the quality of education in Indonesia. Teacher performance is a factor important in determining learning achievement students. (Susanto, 2020) In teaching teachers must have basic professional competence to teach. In the teaching profession, basic and the necessary knowledge is an understanding of the conditions, the characteristics of students and how to educate what need to do. This knowledge is called pedagogic knowledge. This is formulated as 1 of 4 teacher competencies and includes an understanding of educational philosophy, stages of child development, and the concepts of learning and learning. (Ratnawati Susanto, Yuli Azmi Rozali, 2020).

Pedagogic competence is the teacher's way of teaching and managing the learning system in the classroom by establishing good interactions with students (Sulfemi, 2015). In the book with title "pedagogic competency development model", Susanto (2020) explains Pedagogic competence is owned as a process that takes place since taking teacher education (pre-service education / education for prospective teachers) and during the tenure supported by the talents, interests, and potential of teachers as a result of interactions with students. This pedagogical competence is divided into ten core competencies or sub competencies that teachers should master, namely: a. Mastering the characteristics of students from the physical, moral, spiritual, social, cultural, emotional, and intellectual, b. Mastering learning theories and teaching

learning principles, c. Developing a curriculum related to the subjects being taught; d. Organizing a learning educate, e. Make use of information technology and communication for interests learning, f. Facilitating potential development students to actualize the various potentials they have, g. Communicate effectively, empathically, and polite with students, h. Carry out assessment and evaluation of learning processes and outcomes, i. Make use of the results of the assessment and evaluation for the benefit of learning, j. Take reflective action for improving the quality of learning. (Habibullah, 2017) When a teacher has pedagogical competence, it is manifested in learning interaction. Students who are concerned, served, valued, listened to, reinforced by giving positive words, guided, experienced learning can develop their potential. (Susanto, Rozali, & Agustina, 2019)

Pedagogy is competence, namely the knowledge, skills, and attitudes that teachers must have as a profession and become competency requirements that differentiate the teaching profession from other professions. In the book with title "pedagogic competency development model", Susanto (2020) Pedagogic mastery becomes the basis of the ability to: (a) understand educational insights or foundations, (b) understand students, (c) develop curriculum / syllabus, (d) design learning, and (e) implement educational and dialogical learning. Mastery of pedagogic competencies can be initiated with a model that starts from the leadership of the teacher with mastery of pedagogical knowledge which includes: educational philosophy, psychological development of children, and learning theory and learning principles. Pedagogical has been accepted as an academic construct that connects several variables with the teacher's basic professional knowledge. The teacher holds a key role in the school, a second environment, a formal educational institution that also serves as a strategic gateway for mentoring the psychological and emotional development of primary school children (Susanto, Unggul, Syofyan, Unggul, & Rachmadtullah, 2020). Pedagogical academic constructs are identifiers that teaching is not just a transfer of knowledge and skills from teachers to students, but is more complex than that because it includes complex activities and requires various decisions and responses to students' learning needs (Susanto, Unggul,

Rachmadtullah, & Rachbini, 2020). Pedagogy clearly has uses, among others, for educators to understand the phenomenon of education systematically, provide guidance on what should be implemented in educating, avoid mistakes in the practice of educating children as well as a place to know themselves and make corrections for self-improvement. (Vivi May Kumala, Jinny Susilo, 2018)

Research relevant to this research is the research of Ninik Sumiarsi from the Tarakan Education Office entitled "Analysis of Pedagogical Competence and Learning Development for Teachers at SD Negeri 041 Tarakan" (Sumiarsi, 2015) which can be taken from this research that has been conducted by researchers that this research objective was to know pedagogic competency owned by teachers and also understand learning development at public elementary school 041 Tarakan. This research used qualitative-quantitative method where the researcher attempted to analyze data through the source of primary data which were structured interview results with teachers at public elementary school 041 Tarakan.

The result showed that pedagogic competencies owned by teacher Public Elementary School 041 Tarakan had been in line with the regulation of National Education Minister No. 16 year 2007, but it is still needed several improvements and enhancements. Furthermore, learning development in Public Elementary School 041 Tarakan is very necessary to complete every weakness. The form of development strategy which can be carried out was bottom-up development.

Another research relevant to this research is the research of Eka Lusita Evanita from Semarang State University entitled "Analysis of Pedagogic Competencies and Readiness of High School Teachers in Supporting Implementation of the 2013 Curriculum" (Evanita, 2015) which can be taken from this research that has been conducted by researchers that this research results showed that the fulfillment of the pedagogic competence indicators 1, 2, 3, 4, 7, 8, and 9 showed very good criteria and the fulfillment of indicators 5, 6, and 10 indicated good criteria. This shows that the Biology teacher fulfills all pedagogical competency indicators in accordance with the demands of the 2013 curriculum. In addition,

the results of the interview also show that the Biology teacher accepted the government policy to change the curriculum to the 2013 Curriculum and is willing to implement the 2013 Curriculum. Based on the results of the study it can be concluded that Biology teachers in Semarang City in accordance with the demands Curriculum 2013. In addition, Biology Teachers throughout Semarang have shown readiness to implement the 2013 Curriculum.

METHOD

This research uses descriptive qualitative research. Qualitative research is an inquiry strategy that emphasizes the search for meaning, understanding, concepts, characteristics, symptoms, symbols and descriptions of a phenomenon, focus and multimethod, natural and holistic, prioritizing quality, using several ways, and presented in a narrative (Sidiq, Choiri, & Mujahidin, 2019). In the learning process, the learning methods used must be varied. (Susanto, 2018a) The research was conducted at Junior High School 215 Jakarta Barat, Meruya in the even semester of the 2019/2020 academic year. The subjects in this study were 5 english teachers at Junior High School 215. In this research, the approach taken is through a qualitative approach, using descriptive methods.

The research instrument used was in the form of observation sheets, interview guides, audio / video recording devices as well as documents and teacher administration materials. Data collection techniques used in this study were observation, interviews, and documentation. The data analysis technique used in this study was to use the following steps: 1) data collection; 2) data reduction; 3) data display, and 4) verification and conclusion. To test the validity of the data, it was carried out by using the triangulation technique of sources, checking members, extending the presence of researchers in the field, peer discussions, and checking the coverage of references.

RESULT AND DISCUSSION

In the discussion of the results of this study will try to interpret the research results obtained in this field. It is based on the belief that the main focus of qualitative research is to get the meaning of the facts that occur as well

as the systematic discussion of the results of this study will be explained as follows: Based on the results of interviews with five respondents, all answered that the media was in accordance with the objectives of online learning, as said by one respondent who said: "I think all media displayed are in accordance with the objectives of online learning, but not all media use technology, can be a medium from the environment around students ". All the utilities to be used are readily available.

Based on the results of observations in each respondent's class, it was found that all the media used by the teacher could be accessed easily and easily through the school's Wi-Fi internet network, such as films and other media that were available at any time. One of the teachers with the initials HS cannot use ICT to create or access media. Based on the results of an interview with a teacher with the initials KJ, according to him, all the media to be used are readily available and easy to get, it's just that when using ICT media from time to time it is limited by power outages and so on. Possibility to use available technology facilities as educational media (PPT, Internet, screen sharing during meetings, etc.). Based on the results of observations in each respondent class, it was found that one respondent, namely a teacher with the initials JB, could not use technology at all, and the other two respondents, namely SM and NH, could not use technology properly and correctly, while the other two respondents, namely ZM and LP were able make good use of technology facilities as a medium of education. Based on interview data with a teacher with the initials JB, he said: "I can't operate a technology background at all, my eyes and memory are no longer able to learn it, finally I will retire in two years." Based on this statement, teachers cannot use technology facilities because of the age factor that prevents teachers from using learning technology as a learning medium.

The survey results prove that the pedagogical competence of teachers in online learning at SMPN 215 West Jakarta is in line with the curriculum and syllabus. Online learning plans include analysis of learning materials which include competency standards, core competencies, indicators and core material. With regard to online learning plans, it is believed that teacher-led learning will be more targeted, sustainable, and more flexible.

CONCLUSION

Competence is an ability that a person needs in terms of knowledge, skills, values and attitudes to do a job that cannot be done by other people who do not have this ability. A professional teacher must have pedagogical competence. Pedagogic competence is how teachers teach and manage the learning system in the classroom by building good interactions with student. Based on the results of research conducted on the pedagogical competence of teachers in online learning at SMP Negeri 215 West Jakarta, it can be concluded that the pedagogical competence of teachers in the use of online education media is quite good, but there is still a lot of guidance needed to find media and materials. Internet teaching for online learning. In fact, learning outcomes are the impact of how students have readiness to learn. (Susanto, 2018b) These guidelines can be implemented in the form of webinars, workshops and training in the field of telechnology to overcome some difficulties and obstacles in the use of ICT as an educational medium.

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