

ANALYSIS OF PEDAGOGICAL COMPETENCY OF PROSPECTIVE MIDDLE SCHOOL PROFESSIONAL TEACHERS

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Abstract

This research aims to describe: 1) students' mastery of pedagogical competencies in the scientific field of Junior High School Teacher Education Services; 2) obstacles to pedagogical competence faced by informants; 3) the efforts made by the informant to overcome obstacles to pedagogical competence. This research is qualitative research using descriptive methods. The research results show that 1) prospective teachers are able to master several competencies, so informants need to improve the implementation of educated learning; 2) the obstacles faced by informants are that they still do not master the content material well; lack of creativity in media development; and they haven't mastered classical management well; 3) the effort required by the informant is to increase knowledge about learning materials by looking for references from various sources, increasing creativity in media development, as well as being able to be firm and able to reprimand students..

Keywords: pedagogical, competence, school, teacher education

Introduction

Education The learning process is a series of activities carried out between teachers and students in educational situations to achieve predetermined educational goals (Ardilah, Lesmana, et al., 2023). Creative and competent teachers will find it easier to manage the class, so as to create optimal and enjoyable learning (Nurseha et al., 2023). However, there are still some teachers who have not been able to manage the class well. This is due to the lack of teacher creativity in varying learning using various learning strategies and methods. In addition, it is difficult for teachers to deal with various kinds of student characters and student discipline during learning.

Therefore, a professional teacher is needed who is able to master the learning process (Ruhidyanto et al., 2023).

Professional teachers must have four main competencies as in the Regulation of the Minister of National Education of the Republic of Indonesia Number 16 of 2007 explained about the competency standards that must be possessed by a teacher there are 4 main competency standards, namely professional competence, pedagogical competence, personality competence and social competence. One of the competencies that must be mastered is pedagogical competence (Umasugi & Sarwono, 2014).

Pedagogical competence is the ability of a teacher to manage the learning process related to students. Teachers who teach must be able to master and understand pedagogical competencies thoroughly, however, there are still some teachers who have not mastered pedagogical competencies properly, such as classroom management, use of technology, selection of learning variations, etc. In addition, there are still problematic teachers in mastering the characteristics of students (Ardilah, Anisa, et al., 2023). In addition, there are still problems for teachers in mastering the characteristics of students (Ardilah, Anisa, et al., 2023). Currently, a teacher competency called Technological Pedagogical And Content Knowledge (TPACK) has developed.

TPACK is the basis of effective teaching with technology, knowledge of learning concepts and knowledge of the use of technology (Ardiansyah, 2013). However, there are still teachers who are not able to master technological developments well and cause slow student understanding of the material provided and result in decreased student achievement (Paidia, 2018). Based on Permendikbud no.16 2007 pedagogical competencies that must be mastered by teachers include 1) mastering student characteristics from physical, moral, spiritual, social, cultural, emotional, and intellectual aspects, 2) mastering learning theories and principles of educational learning, 3) developing curriculum related to the subjects taught, 4) organizing educational learning, 5) utilizing information and communication technology for the benefit of learning, 6) facilitating the development of students' potential to actualize their various potentials, 6) facilitating the development of students' potential to actualize their various potentials, 7) communicating effectively, empathetically, and politely with students, 8) conducting assessment and evaluation of learning processes and outcomes, 9) utilizing the results of assessment and evaluation for the benefit of learning, 10) taking reflective action to improve the quality of learning (Dewanti, 2012).

As prospective teachers in educational study programs, students must master and understand all pedagogical competencies in order to produce creative and innovative prospective teachers, especially PAI students at STAI Riyadhul Jannah Subang (Ardilah, 2024). To become professional prospective teachers, students must

carry out teaching practice first in order to be proficient and active when in the field. The teaching program aims to train prospective teachers to improve their teaching skills. The output of the understanding provided is expected that students are able to carry out learning in Junior High Schools effectively (Nunung Sobarningsih, Hamdan Sugilar, 2019).

The problems that occur are mostly students who have not mastered the materials and basic teaching skills well. In the 2013 curriculum, various aspects of activities during learning need to be observed and assessed by the teacher (Rakhmawati et al., 2016). Teachers also need to observe and understand the character of each individual which will be used as evaluation material by prospective teachers for their success in teaching (Rahmadina et al., 2024). Based on this background, the researcher examines the "analysis of pedagogical competence of prospective Junior High School teachers". This study will discuss issues related to the mastery of pedagogical competencies possessed by PAI students at STAI Riyadhul Jannah Subang, as well as the obstacles and efforts made by PAI students to overcome these obstacles.

Research Method

This research uses a qualitative research design with descriptive research type. Qualitative research is research that intends to understand the phenomenon of what is experienced by the research subject, for example, behavior, perceptions, motivations, actions etc. Holistically and by means of description in the form of words and language in a special natural context and by utilizing various scientific methods. (Pandemi et al., 2022).

Result and Discussion

Mastery of Pedagogical Competence of Junior High School Teacher Candidates

1. Mastery of Student Characteristics from Social and Emotional Aspects

In the social aspect, informants identify student characteristics through activities of student interaction with teachers and student interaction with their friends, as well as involving students directly in learning. Student interactions with teachers and student interactions with their friends can improve students' social abilities towards their external circumstances. Involving students directly in the learning process can train students' communication skills and can increase students' activeness and self-confidence abilities.

The results of this study are commensurate with the opinion of (Otniel Nasozaro, 2019) Mastery of student characteristics can be seen when they carry out open class activities. Identifying and analyzing identifying students' initial abilities as seen from their self-confidence, interaction with friends, and

student activeness, including student learning difficulties. As for the emotional aspects, informants create a learning atmosphere that is enthusiastic, comfortable and fun through ice breaking, singing, practicing concentration and fostering an atmosphere full of fun with jokes, providing equal learning opportunities with different student abilities, and giving attention to students. Creating a vibrant, fun and comfortable learning atmosphere can increase students' interest in learning. Understanding the emotional aspects of students can also improve emotional aspects, namely tolerance, courtesy and enthusiasm.

The results of this study are commensurate with the opinion (Safitri & Oktavia, 2017) that understanding students through mastery of emotional aspects accepts responses from students and occasionally creates a cheerful atmosphere with jokes in order to foster students' enthusiasm in the learning process that takes place.

2. Mastery of Learning Theories and Principles of Learning

Informants provide various learning activities directly which include observing pictures, listening to teacher explanations, discussions, making 3-dimensional objects using plasticine, singing and presenting the results of work in front of the class. By providing hands-on learning activities, it can improve students' thinking abilities, especially in Junior High School children from concrete to abstract thinking stages and can provide learning experiences for students.

These learning activities are one of the informants' efforts to apply active learning principles and motivate students to take part in learning. In addition, informants can also find out how each student learns. The results of this study are commensurate with research (Drs. M. Ngalim Purwanto, 2003) based on the theory put forward by Edgar Dale showing that the direct involvement / experience of each learner is multilevel, starting from the abstract to the concrete. The learning principles used in efforts to improve learning implementation are attention and motivation, activeness, direct involvement, repetition, challenge and individual differences. Informants choose models, strategies, approaches and methods according to student characteristics, materials and learning activities.

The choice of learning model can improve students' ability to interact with their external circumstances, while the application of the scientific approach can improve students' learning experience and invite students to participate directly in learning. Informants have implemented different learning learning strategies. The application of appropriate learning strategies can increase student motivation and activeness in learning. Informants have

applied a variety of learning methods which greatly affect the effectiveness of learning.

The results of this study are commensurate with research (Sanjaya, 2007) explaining that in teaching teachers should apply various kinds of strategies, organize fun learning, learning is carried out in an integrated and concrete manner such as, providing direct experience presenting concrete objects or by inviting students to go directly to objects related to the material being taught

3. Implementation of Educative Learning

In the learning planning process, informants have compiled lesson plans using lesson plans coherently, but there are still shortcomings in the preparation of attachments. The results of this study are commensurate with the provisions of Permendikbud No.22 of 2016 regarding the components that must be present in making lesson plans. Informants have also implemented HOTS learning by asking questions to students. However, in learning, HOTS has not been done optimally. Learning that includes HOTS can be seen from the formulation of indicators.

According to (Sudarsana, 2015), higher order thinking skills are thinking activities that are not just memorizing and retelling known information. But high-level thinking skills are also the ability to construct, understand, and transform knowledge and experiences that are already owned to be used in making decisions and solving problems in new situations and this cannot be separated from everyday life.

In the learning process, informants have implemented scientific learning which includes the observation stage inviting students to read texts, observe videos, pictures and community phenomena. At the questioning stage, informants provide opportunities for students to ask questions. At the information gathering stage, it is applied through discussion activities with group friends. At the stage of processing information (reasoning), the informant asks students to work on problems and make conclusions. At the communicating stage, the informant asks students to convey the results of observations and work results. The results of the above research agree with the opinion (Wandini et al., 2021) that the process also increases students' competence in making observations (listening, seeing, reading, hearing), asking questions, associating, concluding, communicating both orally, in writing, and body language.

Informants apply 4C learning during the learning process. In the Critical Thinking and Problem Solving aspect, the informant gives questions to students and asks students to respond. These learning activities train students to find out and deepen about learning material(Kiwang et al., 2024). In the

Communication Skill aspect, the informant creates student communication through discussion activities and communicates the results of the discussion. Through this learning activity, students can also develop leadership skills by organizing the course of the discussion, so that the discussion remains focused and can obtain a meaningful conclusion. In the Creativity and innovation aspect, the informant asks students to make works such as puzzles and make 3-dimensional objects. These activities can also develop students' talents in achieving their desired goals through the development of the assigned creativity. In the Collaboration aspect, it is seen when conducting discussions with groups. Through collaborative activities, students can develop an attitude of cooperation, mutual respect and respect.

Based on the research findings above, it is in line with the opinion (Sakti, 2017) that the learning process in the 2013 curriculum needs to integrate 4C learning known as 21st century learning which applies four skills that have been identified as 21st century skills (P21) as very important and necessary skills for 21st century education.

Obstacles Faced by Informants to Manage the Learning Process

The first obstacle faced by informants during the learning process is the lack of creativity in making learning media. Informants only optimize media related to image matching. Another reason informants use this media is because there is not much time to prepare for learning. Teacher creativity in developing learning media is needed because it is closely related to the problem of selecting the right media according to the material and characteristics of students. The more creative the media presented, the more interested students will be in learning.

These findings are in line with the opinion of (Nurseha & Syakir, 2023) that the media shows a component of the instructional system as a whole so that teacher creativity in media development is needed. The selection of media must also be adjusted to the conditions of the students and the learning objectives to be achieved. The second obstacle is the informant's inability to manage the class. When managing the class, the informant has not paid attention to all students. When doing assignments and listening to the informant's explanation, there are still students who do not listen. Class management affects the effectiveness of learning.

Good classroom management can increase student activeness in learning. Because when teaching, informants interact with students so that informants need to improve their ability to manage the class. These findings are in line with research (Teguh, 2021) that teachers experience obstacles in managing classes to condition students in class and students do not understand the material that has been explained. The third obstacle is the informants' inability to master the material. Most informants only take and convey material from one source, namely teacher and

student books. The essence of the learning process is the delivery of material, therefore the material in learning must be mastered by informants to make it easier for students to understand the material. According to (Musakkir et al., 2019) for the most part, teachers have difficulty in preparing teaching materials. This is due to the teacher's lack of knowledge about the material to be delivered.

Efforts Made by Informants to Overcome the Obstacles Faced

The first effort made by primary school informants to overcome obstacles is to increase creativity in making media by looking for references that are in accordance with the material. Knowledge about the use of media must continue to be improved so that teachers always get ideas or creativity in their learning. The findings are in line with research (Nurseha & Syakir, 2023) that the use of media must be continuously improved to increase creativity in learning. In this process, teachers must try and find out about making media through various sources such as books and the internet.

The second effort made by informants to master the material by learning from books and the internet and asking peers. Teachers' knowledge of learning materials must be improved so that informants are able to develop knowledge and make it easier for teachers to explain to students. According to (Nurseha & Syakir, 2023) in the study also mentioned efforts made by facilitating teachers to attend training and providing various material references through books or the internet.

The third effort made by informants in classroom management is by reprimanding and giving responsibility to students. Reprimands to students need to be done by informants so that students are reluctant to informants and are also able to show the informants' assertiveness. Giving responsibility to students is expected so that students are able to hone their knowledge. These findings are in line with research (Teguh, 2021) that teachers reprimand students, teachers must be firm and provide educational punishment such as giving assignments.

Conclusion

Based on the analysis and discussion that has been described, it can be concluded that informants are able to master aspects of pedagogical competence which include mastering student characteristics from social and emotional aspects, mastering learning theories and learning principles. In the aspect of organizing learning that educates students still needs to be improved. The obstacles faced by informants in managing the learning process are a) the informants' lack of mastery of the material, b) lack of creativity in media development, c) the informants' lack of ability to manage the class. Efforts that informants need to make to overcome obstacles in managing learning are a) increasing knowledge about learning materials by looking for references from various sources b) lack of creativity in media development, c) the informant's inability to manage the class. Efforts that need to be

made by informants to overcome obstacles in managing learning are a) increasing knowledge about learning materials by looking for references from various sources; b) increasing creativity in developing learning media through various sources; c) informants must be able to be firm and able to reprimand students and provide educational punishment.

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