



The Role of Teacher Pedagogic Competence in Improving Student Learning Achievement in Elementary School

Diantika Gustisari^{✉1}, Babang Robandi², Y.Suyitno³

¹Pedagogic Department School of Postgraduate Indonesian University of Education, ² Department of Education Psychology and Guidance School of Postgraduate Indonesian University of Education

✉ diantikagustisari@gmail.com

Abstract. The learning process and learning outcomes of students are not only determined by the school, patterns, structure and content of the curriculum, but are largely determined by the competence of the teachers who teach and guide them. Policies to improve the quality of education and teaching must always be pursued by various parties, both the government and other components involved in the process. Teachers as one of the components of it have a great task and responsibility, because the future of a nation is determined by qualified teachers. What happens in the field at this time is the lack of teacher's ability to develop subject matter, and the teacher's lack of knowledge about the role and responsibilities at school. Pedagogical competence is expected to improve student learning achievement so that students' learning is at an optimal level. The method used is a survey method. Learning achievement can be seen from the learning outcomes of students who tend to be active and diligent in asking questions in class and can be seen in terms of speaking politely to the teacher. Based on the study results, we concluded that the learning outcomes obtained by students arise from changes in overall behavior.

Keywords: Role, Pedagogic Competence, Teacher Comptence, Student Chievement

INTRODUCTION ~ Policies to improve the quality of education and teaching must always be pursued by various parties, both the government and other components involved in the process. Teachers as one component in it have a large task and responsibility, because the future of a nation is determined by qualified teachers. These tasks and responsibilities do not just make students know and understand the teaching material provided, but can make students become educated humans who understand their role as humans, so that it benefits themselves and the surrounding environment.

This can be understood, because qualified teachers are those who are able to teach students effectively, according to constraints, resources, and the environment. On the other hand, the

quality of the teacher is very closely related to the improvement of student learning achievement. Therefore, teachers are required to improve the quality of educational competence and high professional attitude. Teacher is a profession that requires special expertise.

The teacher's duties include educating, teaching and training. Educate means to continue and develop the value of life. Teaching means continuing and developing science and technology, while training means developing skills to students. As stated in Law Number 20 Year 2003 concerning the National Education System, article 39 paragraph 2 (2003, p. 27), namely: "Educators are professionals who are tasked with planning and implementing the learning process, assessing learning outcomes, conducting



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mentoring and training, and conducting research and community service, especially for educators at tertiary institutions". Professional teachers must have competence in implementing learning programs. Teacher competence is one of the factors that influence the achievement of learning and education goals in schools. What is written in Law Number 14 Year 2005 article 10 paragraph 1 concerning Teachers and Lecturers (2005, p. 6), namely: "Teacher competencies include pedagogical competencies, personal competencies, social competencies, and professional competencies obtained through professional education". Based on this statement it can be stated that mastery of the four competencies absolutely must be had by every teacher to become a professional educator".

Of the four teacher competencies, the teacher's pedagogical competence has a fundamental role in education in general as well as in the implementation of learning because the teacher plays a role in the process, where the learning process is the core of the overall educational process which involves aspects of teacher competency. The role of the teacher as one of the elements of teaching staff and educational resources, as well as the most important source of learning, has the task, function, role and responsibility to guide teaching and training students.

The role of the teacher's pedagogical competencies is very important in achieving a good achievement result. Therefore, a teacher or parent should not force their child to do something that is not in accordance with their talents because it will damage the child's desire. The learning process and learning outcomes of students are not only determined by the school, patterns, structure and content of the curriculum, but are largely determined by the competence of the teachers who teach and guide them. According to Hamalik (2008, p. 36) states that "Competent teachers will be better able to create an effective, pleasant learning environment, and will be better able to manage classrooms, so that student learning is at an optimal level". From the statement stated that a teacher must be able to develop creative and innovative thinking in learning. The teacher also must be able to understand the psychological development of students, able to develop the ability to communicate with students. Have insight knowledge, understanding, and professional attitude to solve problems and also able to develop the education profession in accordance with the development and demands of the times.

The research conducted on teacher pedagogical competencies include: first by Melda (2013). His research is entitled pedagogical competence and professional competence of teachers in learning in kindergartens. The results of his research revealed that the pedagogical competence of kindergarten teachers in



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Sukasari Sub district, Bandung City, was generally at a very competent level. In the study, teacher pedagogical competence consists of four aspects, namely: (a) understanding of students; (b) learning design; (c) implementation of learning; (d) evaluation of learning outcomes.

Second, research on teacher pedagogical competence was also carried out by NaniNur'aeni (2015), he examined the pedagogical competence of junior high school teachers in carrying out the 2013 curriculum in normative education subjects. In general, the results of the study show a picture that the Pedagogical Competence of Junior High School Teachers in Implementing the 2013 Curriculum in the Normative Education Subject Group in Bandung City, still needs development.

From the two previous research results above, it can be concluded that the increase in teacher pedagogic still needs to be improved to support student learning achievement.

LITERATUR REVIEW

1. Role

Role Theory is a theory which is a combination of various theories, orientations, and scientific disciplines. The term "role" is taken from the world of theater. In theater, an actor must play as a certain character and in his position as a character he is expected to behave in a certain way. In addition, the role (Bruce J.

Cohen, 1992, p. 25) also has several parts, namely:

- a. The real role (Anacted Role) is a way that is really carried out by someone in carrying out a role.
- b. The role that is recommended (Prescribed Role) is a way that is expected of society from us in carrying out certain roles.
- c. Role conflict (Role Conflick) is a condition experienced by someone who occupies a status or more that demands the expectations and goals of roles that conflict with each other.
- d. Role Distance is the Role Implementation emotionally.
- e. Role Failure is the failure of someone in carrying out certain roles.
- f. A role model (Role Model) is someone whose behavior we follow, imitate, follow.
- g. The series or scope of roles (Role Set) is a person's relationship with another individual when he is carrying out his role.
- h. Role Strain is a condition that arises when a person experiences difficulty in fulfilling the expectations or goals of the role being carried out due to the inconsistencies that conflict with each other.



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The role according to Soekanto (2009, p. 212-213) is a dynamic process of status. If a person exercises his rights and obligations according to his position, he carries out a role. The difference between position and role is in the interest of science. The two cannot be separated because one depends on the other and vice versa.

Meanwhile, according to Merton (in Raho 2007, p. 67) said that the role is defined as the pattern of behavior expected by society from people who occupy a certain status. Some roles are referred to as role-sets. Thus the set of roles is the completeness of relationships based on the roles held by people because they occupy special social statuses.

Furthermore According to Dougherty & Pritchard (in Bauer 2003, p. 55) this role theory provides a conceptual framework in the study of behavior in organizations. They claim that the role involves a pattern of product creation as opposed to behavior or action.

2. Teacher pedagogical competence

Competence is a set of knowledge, skills, and basic values that are reflected in the habits of thinking and acting of a professional staff (Danim, 2012). It can be interpreted that competence is a specification of the knowledge, skills and attitudes that a person has in accordance with the performance standards required in the world of work or society.

Pedagogic according to Suardi (1979, p. 113) pedagogic is a theory of educating

that questions what and how to educate it well. Based on Law No. 14 of 2005 on Teachers and Lecturers explained that pedagogic competence is the ability of a teacher in managing the learning process related to students, including understanding insight or educational foundation, understanding of students, curriculum or syllabus development, learning planning, the implementation of instructional and dialogic learning, understanding of learning technology, evaluating learning outcomes and developing students to actualize the various potentials they have. (Sagala, 2009, p. 29).

Pedagogical competence is a person's performance (ability) in the field of education. To become a professional teacher you must have Pedagogical competence. In the National Education Standards, the explanation of Article 28 paragraph (3) point a states that pedagogical competence is the ability to manage learners' learning which includes understanding students, designing and implementing learning, evaluating learning outcomes, and developing students to actualize their various potentials. . In line with this Susilo (2011, p. 115), explains that pedagogical competence is the ability of teachers to manage learners' learning, including: preparing learning tools, implementing learning, and evaluating learning.

Based on the above definition, it can be concluded that pedagogical



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competence is the ability possessed by a teacher in managing student learning which includes understanding of students, designing and implementing learning, evaluating learning outcomes.

3. Learning Achievement

Muhammad Fathurrahman and Sulistyorini (2012, p. 118) Learning achievement is a combination of two words, namely achievement and learning, each of which has its own meaning. In a large Indonesian dictionary, achievement is the result that has been achieved (from what has been done, done, and so on). Achievement can be interpreted as the results obtained because of the learning activities that have been carried out.

Arifin (2009, p. 1) the word *Prestasi* (achievement) comes from the Dutch language, namely *prestatie*. Then in Indonesian it becomes an achievement that means business's results. The term learning achievement (achievement) is different from the learning outcomes (learning outcome). Learning achievement generally deals with aspects of knowledge while learning outcomes include aspects of character formation of students.

Tirtonegoro (2001, p. 43) defines learning achievement as an assessment of the results of the learning activities expressed in the form of symbols, numbers, letters, and sentences that can reflect the results achieved by each child in a certain period. Learning achievement is the result

achieved by students during the teaching and learning process within a certain period of time. The measurement results of learning are manifested in the form of numbers, letters, symbols, and sentences that state the success of students during the learning process. According to Tukiran, et al (2013, p. 106) learning achievement is a part of this, namely with regard to test results that reflect students' ability to master the material.

From the above opinion it can be concluded that learning achievement is the result achieved through the process of learning activities achieved by students based on their abilities or efforts in learning which are usually expressed in terms of numbers or letters listed in the report card.

METHOD

Based on the issues raised in this study, the right method to use in this study is Survey. This study uses a qualitative approach, in which the data collected is outlined in the form of a description. Survey method is a research by collecting information from a sample by asking it through a questionnaire or interview so that later it will describe various aspects of the population (Frankel and Wallen, 2008).

Relatively limited data collection studies from relatively large cases. The aim is to gather information about variables and not about individuals. Based on the scope (census or sample survey) and subjects (real or unreal things), census can be grouped into several categories, namely:



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census about real things, census about things that are not real, sample survey about things real things, and sample surveys about things that aren't real.

The characteristics of survey research

1. Survey data can be collected from the entire population, it can also be from only a portion of the population.
2. For one thing the data is real.
3. The results of the survey can be used for purposes of a limited nature, because the data collected is limited by time, and when the data is collected.
4. Usually to solve problems that incidental.
5. Tend to rely on quantitative data.
6. Relying on data collection techniques in the form of questionnaires and structured interviews. used in this research is descriptive qualitative aimed at studying various existing problems in the field and obtaining meaning that is more in line with the environmental conditions in which the research is conducted).

Denzin and Lincoln revealed that qualitative research emphasizes the nature of socially constructed reality, the close relationship between the researcher and the subject under study, the pressure of the situation that shapes the investigation, and such researchers attach great importance to the value-laden nature of inquiry (Denzin & Lincoln, 2009, p. 5-7).

In line with the explanation of Margono (2010, p. 8) states that descriptive research is a research method that seeks to provide systematic and accurate the actual facts and the nature of a particular population that aims to solve the actual problems faced now and gather data or information to arranged, explained, and analyzed. This research is usually without a hypothesis, if there is a hypothesis it is not usually tested according to statistical analysis.

According to Sudjana and Ibrahim (2010, p. 64) states that "Descriptive research is research that seeks to describe a phenomenon, event, event that is happening now where researchers try to photograph events and events according to the focus that has been set".

Based on the above understanding, it is understood that the description method is a research that intends to understand and describe the phenomena or problems experienced by the research subject, for example behavior, perception, achievement, motivation and action as it is.

Sugiyono (2012, p. 15) argues that qualitative research is often called the naturalistic method because his research is carried out in natural conditions, also known as ethnographic methods, because initially this method was more widely used for research in the field of cultural anthropology, also called qualitative methods because the data collected and analysis are more



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qualitative in nature. the object of research is very natural with data that develops as is, is not manipulated by researchers and the presence of researchers does not really affect the dynamics of the object.

In finding correct data about pedagogical competencies in improving student learning achievement at the Mamajang III Elementary Inpres Elementary School in Makassar, researchers used data collection techniques through observation, interviews and documentation studies. Furthermore, to analyze the data that has been collected from the beginning of the study to the end of the study with data reduction techniques, data presentation and conclusions.

RESULTS

Teacher pedagogic competence is very important for an educator, because it will determine the level of success of the process and the learning outcomes of students. The first thing the researcher wants to know is how is the teacher's pedagogical competence and student achievement in elementary school in MIJANG III Makassar City? Based on this, the researcher will examine by interviewing 5 teachers at the MIJANG III Elementary Inpres Elementary School in Makassar

This research lasted for 2 months by considering two aspects of teacher pedagogical competence and two aspects to determine student learning achievement. The following are aspects of

the teacher's pedagogical competence at the 3rd grader presidential school in Makassar

a. Mastery of student characteristics

Physical condition is a very influential thing in learning activities, because learning activities not only involve mental, but also involve physical conditions. In this study, researchers want to examine how a teacher can find out the characteristics of students. In this case the teacher understands the physical condition of students such as vision, hearing and speaking ability, so the teacher can adjust the learning methods that are right for these students.

"To understand the physical condition of students from the beginning we have identified the condition of the students at that time, for example to identify the sense of sight can be done with the introduction of a colorful alphabet there we can find out whether there is impaired sense of vision in the child or not, to identify the sense of hearing can be done by calling the child in a soft tone, there we can know that the child is hearing normal or not".(1st grade teacher interview)

"Knowing the physical characteristics of students, especially second grade, we can identify by conducting sensing tests such as vision, hearing and others before learning begins, or getting information from the students' parents themselves, so that we as teachers can find out the physical deficiencies that the child has.



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After finding out we can adjust what is needed by the student, for example adjusting the seating position.(2nd grade teacher interview)"Some children in the third grade have problems with vision, children who are not good in sight will be given the front seat so that they can see the teacher's writing on the board, this is known because when given the task of taking notes, the students concerned always go forward to read the writing on the board because poor vision factor ".(3rd grade teacher interview)

Moral values play an important role in the formation of learners' character, because teachers play an important role in the formation of learners' character so they can be accepted in their environment. Furthermore, the researcher wants to know whether the teacher conveys the moral values contained in each learning material. Moral values are very important for daily life as a learner.

"In the process of teaching and learning we as teachers still insert moral values in every subject, such as discipline and behavior".(1st grade teacher interview)

"Moral values that should still be taught such as the value of honesty, responsibility, discipline, cooperation, and caring. All of these values certainly have a positive influence on children's behavior if taught properly and correctly, here it takes collaboration, both from the school and from the family in the process of instilling

moral values in the child ".(2nd grade teacher interview)

"Each subject is always instilled moral values such as PPKN subjects, there we give examples of how to become a devout child, especially to both parents and teachers. So it can be applied in everyday life ".(3rd grade teacher interview)

"In presenting the material, we as the teacher convey values in between the learning and as much as possible linking moral values in every learning material such as, manners, honesty and discipline".

b. Learning achievements in terms of results

In the scope of education at any given time period, a test is held to determine the level of absorption of students towards the given learning material. Learning achievement is a measure of student success in achieving the learning objectives that have been set.

Learning achievement is the result obtained in the form of impressions that result in changes in the individual as a result of learning activities. In this study, what is meant by learning achievement is the result of changes in students in the form of changes in behavior. In this study the researcher wants to examine that whether the learning outcomes obtained by students from the teaching process appear in the form of changes in behavior as a whole.



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"Learning outcomes obtained by students are very visible in the behavior of these students, students who excel are usually more silent in class and pay attention to lessons, while students who lack achievement tend to be noisy and like to disturb their friends when the teaching and learning process takes place".(1st grade teacher interview)

"Students who excel in giving questions in each subject, tend to be active and diligent in asking questions, while students who lack achievement are marked by the inactivity of students in answering every question given by the teacher or the ignorance with assignments or exercises given by the teacher".(2nd grade teacher interview)

"Changes in children's behavior can be seen from how children apply it in everyday life, usually we get information from parents of students that students have started to be diligent, and hear the words of parents, all of that is the result of student learning that is applied in the surrounding environment".(3rd grade teacher interview)

Increasing student learning achievement each semester cannot be separated from the responsibilities of an educator. Student learning outcomes that have been obtained in class are expected to be able to be applied in everyday life. Based on this, the researcher will examine student learning outcomes each semester and can be applied in daily life.

"Learning outcomes in grade 1 (one) students at the end of each semester have an average value of almost the same, not yet identified which students have potential and no potential".(1st grade teacher interview)

"Improved student learning outcomes in this class can be seen from the value of daily learning outcomes, both from the value of the assignment, the daily value or the value of the semester repetition, and the increase in learning outcomes for students who excel is usually marked by the vigor of a student in learning both at home and in the classroom".(2nd grade teacher interview)

"Academic conditions in grade 3 (Three) Grade Mamajang III Inpres Elementary Schools have increased every semester. That is because the level of enthusiasm of students in teaching and learning is very high and they have started to have a competitive spirit. Talking about the application in daily life, students in grade 3 have applied it in average people's lives".(3rd grade teacher interview)

DISCUSSION

The role of the teacher as one of the elements of teaching staff and educational resources, as well as the most important source of learning, has the task, function, role and responsibility to guide teaching and training students. The role of the teacher's pedagogical competencies is very important in achieving a good achievement result. Therefore, a teacher



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or parent should not force their children to do something that is not in accordance with their talents because it will damage the child's desire.

Teacher competence can be interpreted as a roundness of knowledge, skills and attitudes displayed in the form of intelligent and responsible behavior possessed by a teacher in carrying out his profession. It is clear that a teacher is required to have competence or ability in his knowledge, the ability to master subjects, the ability to interact socially with fellow students and with fellow teachers and principals, even with the wider community.

To realize students who have 21st century skills, the teacher must understand and have these competencies. There are 3 important aspects in this 21st century competency, namely:

Character, the character referred to in the 21st century competence consists of character that is moral (honest, trustworthy, polite etc.) and the character of performance (hard work, responsibility, discipline, persistent etc.).

Skills, skills that need to be possessed by teachers today to deal with 21st century students include critical, creative, collaborative and communicative.

Literacy, 21st century competence requires teachers to be literate in various fields. At least able to master basic literacy such as financial literacy, digital literacy,

scientific literacy, civic and cultural literacy.

CONCLUSION

From the results of the interviews of the five resource persons (teachers) it can be concluded that the teacher can understand the characteristics of each student in the classroom by means of identifying the physical condition of the child and getting information from the parents of the students.

The moral values of each class are always embedded in the learning process, such as the values of honesty, responsibility, discipline, cooperation, and caring. Then it can be concluded that the teacher instills moral values in every learning subject.

Learning achievement can be seen from the outcomes of student learning. Students who excel tend to be active and diligent in asking questions in class and can also be seen in terms of speaking politely to the teacher. From this it can be concluded that the learning outcomes obtained by students appear from changes in behavior as a whole.

Improved student learning outcomes each semester, marked by the activity of a student in learning and the value of the report card is increasing. In this case it can be concluded that the students' grades increase every semester and can be applied in daily life.



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