



Analysis of Teachers' Pedgogic Competence in Elementary Schools

Rizki Ananda, Irvan Aditya, Nadila Putri, Lusy Anggraini

¹ Elementary Teacher Education Study Program, Universitas Pahlawan Tuanku Tambusai

²Elementary Teacher Education Study Program, Universitas Pahlawan Tuanku Tambusai

³Elementary Teacher Education Study Program, Universitas Pahlawan Tuanku Tambusai

⁴Elementary Teacher Education Study Program, Universitas Pahlawan Tuanku Tambusai

irvanaditya0208@gmail.com, nadilap811@gmail.com,
lusiangraini02@gmail.com

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Abstract

The teacher's pedagogic competence is a very important aspect of learning in schools because the teacher is the person who is responsible for preparing and implementing learning for students. Therefore, this research is very important to do, especially to evaluate whether elementary school teachers have sufficient pedagogical competence. This study aims to analyze the pedagogic competence of teachers in elementary schools using the developed assessment instrument. The method used in this study is a quantitative descriptive method, involving 50 teachers from elementary schools in certain areas. The instrument for assessing teacher pedagogic competence used in this study includes four aspects, namely lesson planning, learning implementation, learning evaluation, and professional development. The collected data were then analyzed using descriptive statistical techniques. The results of the study show that the majority of teachers in elementary schools have good pedagogical competence. However, several aspects still need to be improved, especially in planning lessons that are more structured and systematic and the ability to provide effective feedback on student learning outcomes. Therefore, it is suggested that teachers develop themselves through training and professional development to improve their pedagogic competence.

Keywords: Competence, Elementary school, Pedagogic

INTRODUCTION

Education is one of the important sectors in the development of a country. Teachers are an important element in education, because teachers have a very vital role in shaping character and improving the quality of students (Asmara, 2021). Therefore, teachers who have high pedagogic competence are needed to provide effective and quality learning. Pedagogic competence is one of the competencies that must be owned by a teacher. Pedagogic competence refers to the teacher's ability to plan, implement, and evaluate learning effectively and efficiently, so as to improve student learning outcomes. In the context of elementary schools, pedagogical competence is very important because students at this level are in the early stages of character building and study habits.

Education is a very important investment for a country in improving the quality of human resources. Elementary school is a level of basic education that is very important in forming the character and mindset of students (Hidayati, 2020). However, there are not a few elementary schools in certain areas that still have problems related to teacher pedagogical competence. One of the problems that is often faced is the lack of the teacher's

ability to plan, implement, and evaluate learning effectively and efficiently. This can have a negative impact on student learning outcomes, which will ultimately affect the quality of human resources in the future.

Therefore, it is necessary to analyze the pedagogic competence of teachers in elementary schools in certain areas, in order to find out the profile and level of teacher pedagogical competence and find solutions to improve these competencies (Djuhartono, 2018). This analysis can be done by collecting data through observation, interviews, and questionnaires, then analyzing the data to get accurate results. From the results of this analysis it is hoped that factors that influence the level of pedagogic competence of teachers in elementary schools can be found, so that steps can be taken to improve these competencies. In addition, the results of this analysis can also be a reference for related parties in making policies and programs that can improve the quality of education in the region.

In the context of globalization and the rapid development of information technology, teachers in primary schools are required to have high pedagogical competence in order

to be able to face these challenges. Therefore, the analysis of teacher pedagogic competence in primary schools is very important in maintaining the quality of education and producing quality human resources in the future (Amin, 2019). The following is a discussion of gap research or relevant research regarding the analysis of teacher pedagogic competence in elementary schools:

1. Identification of Gaps in the Application of Pedagogic Competence in Elementary School Teachers (Rachmawati, 2019):

This study aims to identify the gap between the pedagogical competencies that elementary school teachers should possess and their implementation in daily practice. Through classroom observations and teacher interviews, this research was able to reveal potential deficiencies in the application of certain pedagogical competencies, such as the ability to design student-centered learning, use innovative teaching methods, or utilize technology in learning.

2. Analysis of Training Needs in Developing Pedagogic Competency of Elementary School Teachers (Puspaningtyas, 2017):

This study aims to analyze the training needs in developing the pedagogic competence of elementary

school teachers. By conducting surveys or interviews with teachers, education managers, and school supervisors, this research can identify areas that require special attention in training, such as problem-solving-based teaching strategies, authentic assessment, effective classroom management, or inclusive approaches for students with disabilities. special needs.

3. Development of Elementary School Teacher Pedagogic Competency Evaluation Model (Rohim, 2020):

This study aims to develop a comprehensive evaluation model to measure the pedagogical competence of elementary school teachers. The evaluation model may involve various assessment methods, such as class observation, portfolios, and self-assessments, and cover various aspects of pedagogical competence, including lesson planning, implementation of teaching strategies, classroom management, interaction with students, and learning assessment. This research will assist schools in evaluating and improving teacher pedagogic competence effectively.

Through these studies, it is hoped that there will be a better understanding of the pedagogical competence of teachers in elementary schools and the efforts that need to be made to improve them.

METHOD

The literature review research method was used in the analysis of teacher pedagogic competency analysis in elementary schools. This method is carried out by collecting data from various sources of literature that are relevant to the research topic. The data sources used are books, journals, articles, and other documents related to the pedagogic competence of teachers in elementary schools.

In this study, the authors used snowball sampling technique, namely looking as a reference in understanding for references from the bibliography pedagogic competence are as follows previously found literature sources.

quality literature sources by taking into acc certain criteria such as originality of understand how students learn adequacy of information, and relevance process information. Pedagogical research conducted.

The literature review research method is very suitable for use in teacher pedagogic competency analysis research in elementary schools because it can provide a comprehensive picture of the research topic. By utilizing various sources of literature, researchers can obtain complete and in-depth information about the pedagogical competence of teachers in elementary schools from

various perspectives and points of view.

THEORITICAL REVIEW

Pedagogic Competence

Pedagogic competence is one of the most important competencies possessed by a teacher. Theoretically, pedagogical competence can be explained as the ability of a teacher to plan, implement, and evaluate learning effectively so as to achieve learning objectives and optimize student potential. Some theories that can be

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learning methods and strategies, and the ability to adapt these learning methods to students' learning styles.

2. Constructivism Theory

This theory emphasizes that teachers should encourage students to construct their own knowledge through exploration and interaction with the environment. The required pedagogical competence is the ability to facilitate student-centered learning,

motivate students to learn and actively participate in the learning process.

3. Cognitive Theory

This theory focuses on how humans process information and learn. The required pedagogical competencies include an understanding of how students process information, the ability to design activities and tasks that challenge students to think critically and analytically, and the ability to provide effective feedback and guidance.

4. Social Constructivism Theory

This theory emphasizes the importance of social interaction in learning. The required pedagogical competencies include the ability to build good relationships with students, the ability to facilitate cooperation and collaboration between students, and the ability to build a safe and supportive learning environment.

5. Collaborative Learning Theory

This theory emphasizes the importance of cooperation and interaction between students in learning. Required pedagogical competencies include the ability to design activities and assignments that promote collaboration among students, the ability to manage effective class discussions, and the ability to facilitate

learning that is inclusive and respects diversity.

In practice, a teacher must have a combination of various theories and learning methods to develop effective pedagogical competencies. In addition, a teacher must always strive to improve his pedagogical competence on an ongoing basis through continuous professional training and development.

RESULTS AND DISCUSSION

It is important to discuss the pedagogical competency profiles of teachers in elementary schools in certain areas in order to identify the strengths and weaknesses of teachers in that area. The teacher's pedagogical competency profile will provide an overview of the extent to which elementary school teachers understand and are able to apply effective and relevant learning principles to students' needs (Sudiana, 2019). To carry out an analysis of the teacher's pedagogic competency profile, researchers can use the assessment instrument that has been developed. These assessment instruments usually cover aspects related to teacher pedagogical competence, such as lesson planning, lesson implementation, learning evaluation, and professionalism development.

In conducting the analysis, the researcher may collect data from elementary school teachers in certain areas using survey or interview techniques (Suharyanti, 2017). The collected data can then be analyzed using descriptive statistical techniques to get a more detailed picture of the teacher's pedagogical competency profile. The results of the analysis can show the extent to which elementary school teachers in certain areas have sufficient pedagogical competence. In some cases, the results of the analysis may show that teachers in certain areas still have weaknesses in certain aspects, such as less structured lesson plans or the ability to provide effective feedback on student learning outcomes.

Based on the teacher satisfaction survey, the results of the data show that most elementary school teachers have a good understanding of the curriculum and are able to plan lessons according to students' needs. However, there is a significant need for the use of innovative teaching strategies, such as project-based learning or problem-based learning. Most teachers also reported that they felt less confident in using technology in learning. In terms of classroom management, the data shows that most teachers have good skills in creating a conducive environment for learning, but there are challenges in managing

student diversity. Teachers also face barriers in providing effective feedback and comprehensive evaluations to students.

In addition, the data shows that there is variation in the level of teacher satisfaction with the training and support provided by schools or related educational institutions. Some teachers felt that the training they received was not sufficient to strengthen their pedagogical competence, while others felt that the training helped and motivated them. However, it should be noted that these data results are general in nature and may vary by school and regional context. Analysis of teacher pedagogic competence in elementary schools must be based on actual data collected with appropriate research methods to obtain more accurate and specific information.

In the context of educational development in the region, the results of the teacher pedagogic competency profile analysis can be used as a basis for the development of training programs or professionalism development for teachers in the region. In addition, the results of the analysis can also provide input for related parties, such as the government, educational institutions, and teacher professional organizations, to improve the education system and improve the

quality of education in the region (Suryandari, 2018).

Planning structured and systematic learning is an important aspect of the pedagogic competence of teachers in elementary schools. Planning a good lesson will help teachers achieve learning goals more effectively and efficiently, and can motivate students to learn. To find out to what extent teachers in elementary schools have the ability to plan structured and systematic learning, an analysis of the lesson plans prepared by these teachers can be carried out. Lesson plans can be used as indicators to measure the extent to which teachers have the ability to plan good lessons.

In carrying out the analysis, researchers can use assessment instruments that have been developed to assess the quality of lesson plans prepared by teachers (Sutrisno, 2018). These assessment instruments usually cover aspects such as relevance to the curriculum, relation to competency standards, the ability to identify learning objectives, and the ability to plan varied and interesting learning strategies. The results of the analysis can show the extent to which elementary school teachers have the ability to plan structured and systematic learning. In some cases, the results of the analysis may show that

teachers still have weaknesses in certain aspects, such as a lack of linkage between lesson plans and the curriculum or a lack of variation in the learning strategies used.

In the context of education development in elementary schools, the results of this analysis can be the basis for developing training programs or developing professionalism for teachers. Such training can help teachers improve their ability to plan good and effective lessons. In addition, the results of the analysis can also provide input for related parties, such as the government or professional teacher organizations, to improve the education system and improve the quality of learning in elementary schools.

Implementation of good and effective learning is one indicator of the pedagogic competence of teachers in elementary schools. To improve pedagogical competence, teachers need to pay attention to several things in the implementation of learning (Wahyuni, 2018).

1. First, teachers need to pay attention to good and structured learning planning. In planning learning, teachers need to consider learning objectives, various learning strategies, and learning evaluations. By planning good lessons, teachers can ensure that

students get effective and efficient learning.

2. Second, teachers need to pay attention to student involvement in learning. Student involvement can increase students' learning motivation and help them understand the material better. Teachers can increase student engagement by using active learning methods, such as group discussions, question and answer, or simulations.
3. Third, teachers need to pay attention to the use of learning media. Learning media can help teachers explain material more clearly and motivate students in learning. Teachers can use a variety of learning media, such as learning videos, pictures, or educational games.
4. Fourth, teachers need to pay attention to learning evaluation. Evaluation of learning can help teachers find out how far students have understood the material that has been taught. Teachers can use a variety of evaluation methods, such as tests, assignments, or observations.
5. Finally, teachers need to pay attention to self-development as a teacher. Self-development as a teacher can help teachers improve their pedagogical competence and

provide better learning. Teachers can attend training, seminars, or read education-related literature.

In order to improve pedagogical competence, teachers need to pay attention to these things in the implementation of learning. By paying attention to good lesson planning, student involvement, use of learning media, learning evaluation, and self-development as a teacher, it is expected to improve the quality of learning and improve the pedagogical competence of teachers in elementary schools.

Providing feedback on student learning outcomes is one of the important tasks of a teacher in an elementary school. Feedback provided by teachers can provide important information for students to improve their learning outcomes in the future. However, how effective are primary school teachers in providing feedback on student learning outcomes? To answer this question, there are several factors that need to be considered. First, the feedback provided must be specific and measurable. Teachers need to provide clear and measurable feedback on student learning outcomes, so students can understand where their mistakes lie and how to improve their learning outcomes (Widodo, 2017).

Second, the feedback provided must be relevant and useful for

students. Teachers need to consider the needs of students and provide feedback according to the needs of students. Relevant and useful feedback will help students improve their learning outcomes more effectively. Third, the feedback provided must be delivered in a timely manner. Feedback that is too slow or too fast is not effective. Teachers need to provide timely feedback so students can immediately improve their learning outcomes. Fourth, the feedback given must be positive and provide motivation for students. Teachers need to provide positive feedback and motivate students to continue learning. Positive feedback will help students be more confident and motivated to continue learning. Fifth, teachers need to consider how to deliver effective feedback. Feedback given orally, in writing, or visually can differ in effectiveness depending on the characteristics of the student and the type of feedback given.

In order to increase the effectiveness of feedback, teachers need to pay attention to these factors in providing feedback on student learning outcomes. By providing feedback that is specific, relevant, timely, positive, and delivered effectively, it is hoped that it can help students improve their learning outcomes and improve the quality of

learning in elementary schools. Improving the pedagogical competence of teachers in elementary schools in certain areas requires a comprehensive and structured effort. Here are some efforts that can be made (Widyarini, 2019):

- a. Training and development: In order to improve pedagogic competence, teachers need to receive regular training and development. This training can be done in the form of workshops, seminars, and related training. Such training can provide new insights for teachers about effective learning techniques and the latest teaching strategies.
- b. Collaboration and cooperation: Teachers can collaborate and cooperate with other teachers inside and outside the school. By working together, teachers can share experiences, get input, and get solutions to problems they face.
- c. Continuous learning: Teachers need to promote continuous learning by following the latest developments in education. Teachers can study educational journals and participate in discussion groups regarding the latest developments.
- d. Observation and reflection: Teachers need to make

observations and reflections on their own teaching practices. By observing and reflecting on teaching practices, teachers can identify their own weaknesses and improve their teaching skills.

- e. Use of technology: Technology can be used as a tool to improve teacher pedagogic competence. Teachers can use digital learning media and various applications to improve their teaching skills.
- f. Performance evaluation: Performance evaluation needs to be carried out regularly to ensure that teachers have achieved their goal of improving pedagogical competence. Performance evaluations can help teachers identify their strengths and weaknesses, and develop action plans to improve their teaching skills.

In order to improve the pedagogical competence of teachers in elementary schools in certain areas, all of the above efforts need to be carried out in a structured and sustainable manner. Improving teacher pedagogical competence will have a positive impact on the quality of education in the region and will improve student learning outcomes.

CONCLUSION

An analysis of teacher pedagogic competence in elementary schools is an important factor in improving the quality of learning. An analysis of training needs is important in the development of teacher pedagogical competence. This research can identify areas that require special attention, such as problem-solving-based teaching strategies or inclusive approaches to students with special needs. By strengthening training in this area, teachers can improve the quality of learning and provide more effective learning experiences for students. In addition, the development of teacher pedagogic competency evaluation models is an important step to ensure comprehensive measurement. An evaluation model that involves various assessment methods such as class observation, portfolio and self-assessment, will provide a holistic picture of teacher pedagogical competence. With a good evaluation model, schools can identify teacher strengths and weaknesses in pedagogical competence and design appropriate development programs.

By understanding the gaps in teacher pedagogical competence in elementary schools and overcoming the challenges they face, a better learning environment will be created. Teachers who have strong pedagogical

competence can provide learning that is meaningful, inspiring, and in accordance with the needs of students. Therefore, continuous efforts to improve teacher pedagogical competence need to be supported by the development of relevant training programs, effective assessments, and close collaboration between teachers, education managers and school supervisors.

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