

LEVEL OF PEDAGOGICAL COMPETENCE OF MADRASAH IBTIDAIYAH TEACHERS IN PALEMBANG CITY

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LEVEL OF PEDAGOGICAL COMPETENCIES OF STATE ISLAMIC ELEMENTARY SCHOOL TEACHERS IN PALEMBANG CITY

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Abstract: *Level of Pedagogical Competence of Madrasah Ibtidaiyah Teachers in Palembang City.* The purpose of preliminary research is to describe the level of pedagogical competencies of State Islamic Elementary School (MIN) teachers in Palembang City. This type of research is quantitative research with an explorative approach and data analysis through descriptive statistics. Based on the results of the study with a sample of 85 teachers at the MIN City of Palembang, it is found that nine pedagogical dimensions are still in the sufficient category, where the mean score is 281.03. The only dimensions of pedagogic competence in a good category are utilizing information and communication technology for the benefit of learning. Based on these results, it is necessary to increase the dimensions of teacher pedagogical competencies to be better because teachers who have good pedagogical competence are one of the factors in motivating and influencing student learning outcomes. Through this research, it is expected that it can be used as a reference for interested parties and also for further researchers in improving teacher competencies, especially pedagogical competencies.

Keywords: pedagogic competencies; MIN teachers; information technology; communication.

Abstrak: *Tingkat Kompetensi Pedagogik Guru Madrasah Ibtidaiyah Negeri (MIN) Kota Palembang.* Tujuan penelitian awal ini adalah untuk mendeskripsikan tingkat kompetensi pedagogik guru Madrasah Ibtidaiyah Negeri (MIN) Kota Palembang. Jenis penelitian ini adalah penelitian kuantitatif dengan pendekatan eksploratif dan analisis data melalui statistik deskriptif. Berdasarkan hasil penelitian dengan jumlah sampel 85 orang guru MIN Kota Palembang, ditemukan bahwa sembilan dimensi pedagogik, masih dalam kategori cukup, dimana skor reratanya adalah 281,03. Adapun satu-satunya dimensi kompetensi pedagogik yang dalam kategori baik adalah memanfaatkan teknologi informasi dan komunikasi untuk kepentingan pembelajaran. Berdasarkan hasil tersebut perlu adanya peningkatan 9 dimensi kompetensi pedagogik guru lainnya untuk menjadi lebih baik karena guru yang memiliki kompetensi pedagogik yang baik menjadi salah satu faktor dalam memotivasi dan mempengaruhi hasil belajar siswa. Melalui penelitian ini diharapkan kiranya dapat dijadikan sebagai bahan acuan bagi pihak-pihak yang berkepentingan dan juga bagi peneliti selanjutnya dalam meningkatkan kompetensi guru terutama kompetensi pedagogik.

Kata kunci: kompetensi pedagogik; guru MIN; teknologi informasi; komunikasi.

Introduction

The performance of teachers cannot be separated from 4 (four) competencies, which are pedagogic, personality, social and professional competencies.¹ In this regard, this study aimed to explain and describe one of the competencies

that must be owned by the teachers, namely the pedagogical competence of teachers in the State Islamic Elementary School or *Madrasah Ibtidaiyah Negeri* (hereinafter referred to as MIN) in Palembang. This research is expected to be used as a reflection and reference for teachers and other parties who have an interest in advancing education in Indonesia.

As an Islamic-based educational institution, MIN of Palembang also takes responsibility for the advancement of education at the basic

¹ Agustina Hanafi dan Indrawati Julianis, "Faktor-Faktor Yang Mempengaruhi Kinerja Guru Matematika Dalam Pelaksanaan Kurikulum Berbasis Kompetensi (KBK) Pada Sekolah Menengah Atas Kota Palembang", *Jurnal Manajemen dan Bisnis Sriwijaya* Vol. 4, No 7, 2006.

level. Therefore, those who are responsible for the development of education of the school must strive for better quality and be able to compete with Public Elementary Schools, so that parents are willing to send their children to the school.

Along with the increasing competition between educational institutions at the basic level, MIN of Palembang is still not the main choice of schools for parents to send their children. This is due to the problems occurred in the school. The quality of the school continues to be a concern of various parties, especially the educator factors which have an important role for the development of the nation. The quality of the Madrasah is very influential and has a significant relationship with the quality of the teacher. However, MIN of Palembang experiencing problems with their educators, because the performance of the teachers has not yet shown maximum results with the low achievements achieved by the students.²

According to the National Education Standards Agency or *Badan Standar Nasional Pendidikan* (BSNP) article 29, schools at the elementary school/Madrasah Ibtidaiyah or other equivalent levels have regulations for their educators: (1) has a minimum diploma (D-IV) or undergraduate degree; (2) has higher education background in elementary school/Madrasah Ibtidaiyah, other education, or psychology; and 3) has certification of teacher professions for elementary school/Madrasah Ibtidaiyah. Based on preliminary data, there are teachers in MIN of Palembang who conduct teaching that are not in accordance with their fields, for example social studies teachers who teach science. There are also teachers who teach more than one subject because their subjects do not meet the standard of teaching hours (18 hours). The teachers teach other subjects and do additional assignments. Therefore, the competence of MIN teachers of

Palembang is interesting to study to determine the level of their pedagogical competence. This is expected to be useful as a study material for the parties who are responsible for the development of MIN of Palembang and other stakeholders.

Understanding of Competence

The word “competence” has the definition of skills, abilities, and authority.³ As in Indonesia Dictionary, “competence” is as an authority (power) to determine (decide) something.⁴ Competence can also be intended as the ability to carry out tasks obtained through education and/or practice.⁵ According to Bayotzis, competence is a person’s capacity to fulfill his work in an organization to achieve the expected results.⁶ Meanwhile, according to Herry, competence is also interpreted as knowledge, skills, and basic values reflected in the habits of thinking and acting.⁷ Competence can also be intended as the ability to carry out tasks obtained through education and/or practice.

Dahlan stated that competency is an indicator of observable actions, and as a concept that covers aspects of knowledge, skills, values and attitudes as well as the stages of implementation as a whole.⁸ These competencies are formed transactionally, depending on the conditions and the parties involved.⁹ Therefore, in relation to the learning process, competency refers to rational actions and meets certain specifications in the learning process.

³ Radno Harsanto, *Pengelolaan Kelas yang Dinamis* (Yogyakarta: Kanisius) 2007, p. 130.

⁴ Departemen Pendidikan Nasional, *Kamus Besar Bahasa Indonesia*, (Jakarta: Gramedia Pustaka Utama, 2008), 4th edition, p. 719.

⁵ Muhammad Uzer Usman, *Menjadi Guru Profesional*, (Bandung: Remaja Rosda Karya, 2017), p. 4.

⁶ Parulian Hutapela and Nurriana Thoha, *Kompetensi Plus: Teori, Desain, Kasus untuk HR dan Organisasi yang Dinamis*, (Jakarta: PT Gramedia Utama, 2008), p. 4.

⁷ Herry, *Kompetensi Guru dan Pembinaan Tenaga Kependidikan*, (Jakarta: Dit. PLB, 1998), p. 9.

⁸ Taufik Dahlan, *Pedoman Manajemen Berbasis Madrasah* (Jakarta: Departemen Agama RI, 2003), p. 248.

⁹ Hesti Murwati, “Pengaruh Sertifikasi Profesi Guru Terhadap Motivasi Kerja Dan Kinerja Guru Di Smk Negeri Se-Surakarta”, *Jurnal Pendidikan Bisnis dan Ekonomi (BISE)* Vol.1, No. 1, 2013.

² Yuniar, “Mutu Madrasah Dan Profesionalisme Guru: Tuntutan Di Era Globalisasi”, *Jurnal TA'DIB* Vol. 13, No. 1, June, 2013. SEE. Aquami, Ibrahim and Tutut Handayani, “Hubungan Kompetensi Guru dan Peran Orang Tua Terhadap Terhadap Hasil Belajar Siswa di MIN Se-Kota Palembang”, *JIP: Jurnal Ilmiah PGMI* Vol. 4, No 1, June, 2017.

Competency or ability is a thing that describes a person's qualifications or abilities, both qualitative and quantitative.¹⁰ Competence is the ability, capability and strength to ³ be able to do something. According to Mulyasa, ¹⁰ competence is combination of knowledge, skills, values and attitudes reflected in the habit of thinking and acting. Quot¹⁰ Gordon's opinion, Mulyasa said that several aspects contained in the concept of competence are: (1) knowledge, that is awareness in the cognitive field, for example the awareness of a teacher to identify students' learning needs; (2) understanding, that is the depth of cog¹⁰ nitive and affective owned by each individual; (3) value, which is a standard of behavior that has been psychologically ¹⁰ believed to be integrated in a person, for example, behavioral standards in learning such as honesty, openness, objectivity, democracy, and others; (4) skill, that is something an individual must have to carry out their duties, for example, the ability of the teacher in choosing and making teach¹⁰ ing aids and designing varied learning media; (5) attitude, that is the feeling of happy-not happy, like-dislike or reaction to an event, for example, teachers' reaction to a moral crisis or to the increase of their salary; (6) interest, that is the tendency of a teacher to do an action.¹¹

Louise Moqvist stated that competency has been defined in the light of actual circumstances relating to the individual and work. However, Len Holmes from Training Agency mentioned ¹¹ that a competence is a description of something which a person who works in a given occupational area should be able to do. It is a description of an action, behavior or outcome which a person should be able to demonstrate.¹²

Based on the various opinions above, it can be concluded that competence is basically a picture of what a person should be able to do

¹⁰ Muhammad Uzer Usman, *Menjadi Guru Profesional...*, p. 35.

¹¹ E. Mulyasa. *Standar Kompetensi dan Sertifikasi Guru*, (Bandu¹⁸: Remaja Rosdakarya, 2007), p. 38.

¹² Louise Moqvist, *The Competency Dimension of Leadership: Findings from a Study of Self-Image among Top Managers in the Changing Swedish Public Administration* (Linköping University: Centre for Studies of Humans, Technology and Organisation), 2003, p. 346.

⁶ in a job, in the form of activities, behavior⁶ s and results that can be displayed or shown. To be able to do something in his work, of course a person must have the ability in the form of knowledge, attitudes and skills that are in accordance to his field of work. In other words, the notion of competence is the knowledge, abilities, attitudes, and skills a person has that are reflected in the habit of thinking and acting, consistently having high⁹ performance in the organization or workplace, so that they can achieve the expected results.¹³

A person who is considered to be competent or has competence is someone who masters work skills or expertise that is in line with the demands of the relevant work area.¹⁴ He has the ability to perform tasks as workers who can carry out and overcome various obstacles and difficulties occurred in his work. Everything that has to do with the ins and outs of the work has been taken into account before running the work.¹⁵ He has prepared alternative solutions that can be accounted for the new problems that occur. Operationalization of the program is largely determined by the accuracy in preparing a work plan since a systematic plan has predictive power and good control.

Understanding of Teacher

The definition of teacher is simply the person whose job is teaching.¹⁶ The word "teacher" has broad understanding because every person whose job is teaching can be called a teacher, without any limitations on the level of education, place or institution and level of students.¹⁷ In another definition,

¹³ Fauzi, "Praktik Kompetensi Sosial Guru Di MTs Al-Amin Rajun Pasongsongan Sumenep", *Jurnal Paradigma Universitas Esa Unggul* Vol. 5, No. 1, 2017.

¹⁴ Nuur Wachid Abdulmajid, "Pola Pembimbingan Di Tempat Kerja: Studi Kasus Pelaksanaan Program Praktik Industri Di PT. JMI", *Jurnal Taman Vokasi* Vol. 3, No. 2, 2015.

¹⁵ Totok Bijaksana, "Analisis Pelaksanaan Profesi Guru Pasca Sertifikasi Guru Sekolah Dasar (Studi Kasus Di Sdn Tambak Rejo 02 Blitar)". *Thesis*, University Of Muhammadiyah Malang, 2018.

¹⁶ Departemen Pendidikan Nasional, *Kamus Besar*, p. 469.

¹⁷ Qolbi Khoiri, "Pembinaan Agama Islam Bagi Narapidana Anak (Studi Di Lembaga Pemasyarakatan Kelas II A Kota Bengkulu)", *Jurnal Transformatif IAIN Bukittinggi* Vol. 1, No. 2, 2017.

teachers are educators and instructors in early childhood education, school paths or formal education, basic education, and secondary education. Teachers who teach in formal schools or institutions must have some kind of formal qualifications. In a broader definition, everyone who teaches something new can also be considered a teacher. Some terms that also describe the role of the teacher, among others; lecturers, mentors, tutors, and others.¹⁸

More specifically, the understanding of teacher is stated in Acts No. 14 article 1 of 2005 CONCERNING Teachers and Lecturers. Achjar and Hudaya also stated that teachers are professional educators with the main task of educating, teaching, guiding, directing, training and evaluating students in early childhood education in formal education, basic education, and secondary education.¹⁹ Chapter IV article 8 also explains that teachers must have academic qualifications, competence, education certificates, physically and mentally healthy and have the ability to realize the goals of nation's education. Furthermore, Article 9 explains that the intended qualification is that the teachers must have a minimum academic qualification of undergraduate programs (S1) or diploma four (D-IV).

In this second understanding, "teacher" will be described more specifically because not just anyone who teaches is called a teacher, but there are certain criteria or limitations, including; the person is a professional educator, has a detailed job description and there are levels of his educational institution. In addition, the main tasks of teacher are to educate, teach, guide, direct, train, assess, and evaluate students. This is a series of tasks that must be carried out in a whole, not only partial.²⁰

In relation to carrying out duties as a teacher, an educator must have several abilities²¹. First, the

ability to create teaching plans, including teaching goals, teaching aids, schedule of activities and evaluation plan. Second, the ability to carry out teaching assignments, including mastering teaching materials, using teaching aids, using various teaching methods, giving attention to students, controlling the classroom atmosphere and starting and ending the lesson. Third, the ability to assess learning outcomes, including creating and using evaluation tools. Fourth, the ability to organize a guidance program, including guiding students who have difficulty in learning and guiding gifted students.

Teacher's Competence

10 According to Mufasa (2007), there were six aspects contained in the concept of competency, which are knowledge, understanding, abilities, values, attitudes and interests. The six aspects cover four aspect of competence for a teacher; pedagogic competence, personality competence, social competence and professional competence. The four competencies must be fully mastered by a teacher.²²

Among the four competencies above, the one that stands out and differs from others and is only found in the teaching profession is pedagogical competencies. Teacher is the one who drives the learning outcome of the students. Teachers who have pedagogical competence will be able to motivate students learning, so students will be enthusiastic and active in the learning process. It means that pedagogical competence of the teacher is in line with student motivation because students will get a good learning experience.

The word pedagogic comes from the Greek "paidagogos" which consists of two words pais or paidos which means children and agos which means directing. Therefore, *paidagogos* can be interpreted as directing children. Literally, pedagogic is the study of the problem of educating or directing children towards certain

Guru Sebagai Cerminan Profesionalisme Tenaga Pendidik Di Kabupaten Sumedang (Kajian Pada Kompetensi Pedagogik)", *Jurnal Mimbar Sekolah Dasar* Vol. 1, No. 2, 2014.

²² E. Mulyasa, *Standar Kompetensi dan Sertifikasi Guru...*, p. 40

¹⁸ Departemen Pendidikan Nasional, *Kamus Besar*, p. 469

¹⁹ Achjar Chaliq and Hudaya Latuconsina, *Pembelajaran Berbasis Fitroh* (Jakarta: Balai Pustaka, 2008), p. 67.

²⁰ Siti Suprihatin, "Upaya Guru dalam Meningkatkan Motivasi Belajar Siswa", *Jurnal Program Studi Pendidikan Ekonomi, UM Metro Lampung* Vol. 3, No. 1, 2015.

²¹ Deni Suhandani and Julia, "Identifikasi Kompetensi

goals. Thus, a teacher must have certain scientific field competencies when the learning process takes place in the classroom.²³

According to Alma et al., pedagogic competence is the ability to manage learning process.²⁴ This includes the concept of teaching readiness that is demonstrated by the mastery of teaching knowledge and skills. Pedagogic competencies that must be owned by a teacher include understanding of students, designing, implementing and evaluating learning. Based on this description, it can be concluded that pedagogical competence is the ability to manage students.²⁵

Government Regulation Number 19 article 28 paragraph 3 point (a) of 2005 explains that pedagogic competence is the ability to manage student learning which includes understanding of students, designing and implementing learning, evaluating learning outcomes, and developing students to actualize the various potentials they have. However, Winarno and Sularno described it differently. According to them, pedagogic competence is related to philosophy, theory or educational science,²⁶ not to the management of learning as stated in the Government Regulation.

Most of learning processes lack of pedagogical competence. This will cause student to feel alienated in the process. Teachers need to create a conducive learning environment for students so that learning objectives are achieved effectively and efficiently.

There are several indicators to find out the teacher's pedagogic competencies, among others are:

1. Understanding of insights and educational foundations. A teacher must understand the

essence and concept of education, including the functions and roles of educational institutions, the concept of lifelong education and its implications, the influence of reciprocal relationships between family and society, the existence of a national education system and innovation in.²⁷ Teachers who understand the insights and educational foundations will be more aware of their role in the community to educate people for development of their country.

2. Understanding of students. There are four aspects of student that must be known by teacher:

a. Student's intelligence level. The differences occur within students of Intelligence Quotient (IQ) scores that fall between 0 and 50 are considered as idiot. Individual who gets the scores between 50 and 70 is indicated moron and mental retardation. On the same test, scores that fall between 70 and 90 are considered as dumb or slow learner. The average IQ scores between 90 and 110 are the most frequent on many tests that means normal. Further, scores over 140 may indicate genius that the individuals may have ability to learn faster than the average individuals.²⁸ Understanding to student's intelligence level tailors the teachers to conduct advanced learning process.

b. Creativity. Student's creativity may vary between individuals. Creativity is largely linked to intelligence level as well as personality. Creative student commonly has high average IQ and likes something new. On the other hand, student who less creative tends to have low average IQ and enjoys monotonous activities.

c. Physical disability. The physical condition is correlated to visual, auditory, and speaking ability, as well as cripple or lame

²³ Martini Jamaris, *Orientasi Baru dalam Psikologi Pendidikan*, (Bogor: Penerbit Ghalia Indonesia, 2013), p. 242.

²⁴ Alma, other., *Guru Profesional (Menguasai Metode dan Terampil Belajar)*, (Bandung: Alfa Beta, 2009), p. 141.

²⁵ Depdiknas, *Pedoman Stratifikasi Guru dalam Jabatan* (Direktorat Jenderal Pendidikan Tinggi dan Direktorat Jenderal Peningkatan Mutu Pendidikan dan Tenaga Kependidikan, 2007).

²⁶ Winarno Surakhmad and St. Sularno, *Pendidikan Nasional: Strategi dan Traggedi* (Jakarta: Penerbit Buku Kompas, 2009), p. 368.

²⁷ Jejen Musfah, *Peningkatan Kompetensi Guru*, (Jakarta: Kencana Prenada Media Group, 2012), p. 31.

²⁸ E. Mulyana, *Standar Kompetensi dan Sertifikasi Guru...*, pp. 79-89.

due to brain impairment. A teacher should provide appropriate service to disabled students.

- d. Student's cognitive development. This aspect is a part of the whole human development process. The process encompasses physical, psychomotor, and cognitive development that highly related to structure change and functional characteristics of human. Furthermore, the structure change relates to maturity process. The development interaction is a result of innate potential and individual's environment of individual.²⁹
3. Learning planning. This pedagogic competence will end at learning implementation. This planning is used to assist teacher in conducting their duties. Through learning planning, the goals such as punctuality, controlled and monitored situation, are achieved.³⁰
4. Educative and dialogic learning. In the learning process, major role of teacher is keeping the environment conducive; therefore the development of behavior and student competence accomplished. Further, successful learning process achieved by involving training and dialogic learning among learning subjects, resulting critical thinking and communication.
5. Learning technology application. Learning technology is supporting facilities in order to ease the learning and competence development, data and information presentation, learning material, and cultural variation. In this millennial era, teachers are required to utilize technology such as information technology, internet, and computer. The development of computerized learning tools leads the teachers to be organized, analyzed, and wise in selecting information, related to competence development and learning goals.

6. Learning outcomes evaluation. This method is effective to determine success indicator of learning process. Moreover, evaluation employed to find behavior changes and student's competence development. Some methods suggested are class, final and benchmarking of education unit, and program assessment, and basic ability test.
7. Student's potency development. The followings are methods for teachers to develop students' potential talents:
 - a. Extracurricular activity. It is often called *ekskul* since it refers to all of the work outside the class. The objective is to develop individual talents within students.
 - b. Enrichment and remedial. Special attention needs to be delivered to students who find difficulties in learning, by giving them remedial. On the other hands, students with high learning ability may present constant performance after enrichment is given.
 - c. Guidance and counseling. Counseling to students is mandatory for school. Types of guidance counseling that are required to be received are counseling in private and social issues, learning difficulties, and careers.

Moreover, pedagogic competency concluded in Regulation of the Minister of National Education No. 16 of 2007 encompasses:

1. Comprehend the student characteristics including physical, moral, social, cultural, emotional, and intellectual aspects.
2. Understand the fostered learning theory and principles.
3. Develop the curriculums related to given subjects.
4. Conduct fostered learning
5. Employ the information technology as well as communication for learning
6. Facilitate student's talents development to accomplish student's potential
7. Communicate effectively, empathically, and politely with the students

²⁹ E. Mulyana, *Standar Kompetensi dan Sertifikasi Guru...*, p. 95

³⁰ Harjanto, *Perencanaan Pengajaran* (Jakarta: PT Rineka Cipta, 2010), p. 22.

8. Conduct assessment and evaluation of learning process as well as its outcome
9. Use the assessment and evaluation for learning necessity
10. Administer reflective performances for learning improvement.

The pedagogic competency given all above should be required for teachers due to their role for students to pursue proficient learning outcomes. Thus, teachers with competency also correlate with factors that drives student motivated and improved in learning. Teachers with pedagogic competency makes the students feel motivated, eventually more active during learning process.

The Factors Influencing Teacher's Pedagogic Competency

The followings are factors affecting teachers' competence improvement as well as constraint, specifically pedagogical competence in learning process at class.

1. Education background
Teacher with teaching degree has extensive teaching information, for example classroom management and teaching learning process. Further, teachers who haven't got teaching degrees would deal with difficulties in teaching learning process and teaching improvement.
2. Teaching experience
The more the experience, the more success the students are to achieve goals. Teachers would perform better as their extensive teaching experience.
3. Health
Physical and spiritual health affects to teaching learning process for expected learning outcomes. Teachers with fit condition indicate healthful mentally and physically, thus they present good performance.
4. Teaching wages
Particular parties, in this case government, providing appropriate teaching wages based on current economic condition result in

performance improvement in learning teaching process.

5. Facilities
Appropriate facilities will lead to learning outcomes. However, limited facilities will obstruct the learning outcomes.
6. Work disciplinary
Discipline at school is not only for students but also for teachers, headmaster, and administration staff. Headmaster as a leader, advisor, as well as supervisor is expected to be a motivator for others in case of disciplinary at school.
7. School supervision
Supervision is required for learning improvement by teachers. It should be flexible by giving a chance for teachers to present their problem and idea in enhancing and improving learning system at school.³¹

Method

Quantitative methods with explorative approach was employed in this research. It is used to examine variable and specific social phenomenon. Furthermore, explorative research aims to collect primary data which also helps the writer to decide the problem as well as hypothesis of particular research topic.³² The respondents involved were 85 teachers of MIN Palembang. Identification of research respondents was performed, resulting as follows: According to biological sex, teachers of MIN Palembang were dominated by female (63 teachers or 74.12%), while the rest were 22 male teachers (less than 26%). Based on age, 22 teachers or 25.88% were at age range between 31 to 35 years old and 18 teachers or 21.18% were at 36 to 40 years old. Therefore, most teachers in MIN Palembang were young people who were potential to be developed in terms of work productivity.

³¹ Muhammad User Usman. *Menjadi Guru Profesional*, (Bandung: PT. Remaja Rosdakarya, 2017), p. 45-47.

³² Morissan, *Metode Penelitian Survei*. (Jakarta: Kencana, 2017), p. 35

Data were collected by questionnaire, interview, observation, and documentation study. Questionnaire was created by using Likert scale question, which is a scale to measure personal or community attitude, opinion, and perception of social phenomenon. In present study, social phenomenon had been determined, then refers to research variable. Employing likert scale, variable measured were presented into variable indicator. Later, this indicator was used as a starting point to arrange instrument items of statement or question.³³Data were then analyzed by descriptive statistic technique. This technique did not require the researcher to conduct significancy test, since the researcher did not intend to generalize research result. As a result, the researcher did not meet the generalization error. The Likert scale answer the positive to negative choice, by giving 5 for very good opinion and 1 for the least.

The Presentation of Pedagogical Competency of MIN Palembang Teachers

According to the research result, the average score of MIN Palembang teachers' competence is presented on the table below:

Table 1. Results

Variables	Dimension	Average
Pedagogical Competence	a. Comprehend students' characteristics through physical, moral, social, cultural, emotional, and intellectual aspects	282.25
	b. Master fostered learning theory and principles	279.33
	c. Develop curriculum related to subjects/field development taught	282.67
	d. Conduct fostered learning	276.50
	e. Utilize information technology and communication for learning	293

³³ Sugiyono, *Metode Penelitian Kuantitatif Kualitatif dan R & D.* (Bandung: Alfabeta, 2014), p. 93.

Variables	Dimension	Average
f.	Provide facilities to foster students' skills development and actualize their potentials	279.50
g.	Communicate effectively, empathically, and politely with students	279.63
h.	Conduct assessment and evaluation of learning process as well as its outcomes	278.43
i.	Employ both outcomes and evaluation for learning importance	280.75
j.	Perform reflective action to improve learning quality	278.33
Average Pedagogical Competence		281.03

Sources: Research Results Analysis

According to Table 1 above, it indicates that pedagogical competence score of MIN Palembang teachers is 281.03, which categorized as moderate. This achieves because 9 of 10 pedagogical competence dimension² at moderate category. The only dimension in good category is utilizing information technology and communication for learning importance. Generally, the pedagogical competence of MIN Palembang teacher is moderate.

Analysis of Pedagogical Competencies of MIN Palembang Teachers

Pedagogical competency dimension encompasses: (a) comprehend the students' characteristics including physical, moral, social, cultural, emotional, and intellectual aspects, (b) comprehend proficient learning theory and principal, (c) develop curriculum related to learning subjects/developed subject involved, (d) conduct proper learning, (e) utilize information technology and communication for learning, (f) facilitate students' skills development to actualize possessed skills, (g) communicate effectively, emphatically, and politely with students, (h)

conduct assessment and evaluation of learning proses and its outcomes, (i) utilize the assessment and evaluation results for the benefit of learning, (j) perform reflective action to improve quality of learning.

The result of each pedagogical competence dimension of MIN Palembang teachers are as follows:

First dimension, comprehend the students' characteristics including physical, moral, social, cultural, emotional, and intellectual aspects. In addition, indicator and average score obtained are:

1. Understanding the students' characteristic at elementary age related to the aspects such as physique, intellectuality, social-emotional, morality, spirituality, and socio-culture background. Average score for this indicator is 278.
2. Understanding to identify students' skills at elementary age in 5 school subjects taught. Average score for this indicator is 281.
3. Comprehension to classify students' basic ability at elementary age in five subjects taught. For this indicator, score collected is 285.
4. Comprehension to describe difficulties occurred within students at elementary age through the 5 subjects taught. Thus, the average score shows at 285.

According the explanation above, all indicators of dimension of students' characteristics through physical, moral, social, cultural, emotional, and intellectual aspects for MIN Palembang teachers are adequate. This occurs due to indicator average score is 282.25 which range at 221 to 289.

Second dimension, comprehend proficient learning theory and principal. The average score of second dimension encompasses:

1. Understanding in various nurtured learning theories and principals related to five subjects taught. The score is 278.
2. Ability to implement varied approaches, strategy, methods, and educative learning method creatively in 5 subjects taught. The average score for this indicator is 282.

3. Ability to implement thematic learning approach, especially in the early class of Madrasah Ibtidaiyah/subjects taught. The average score shows at 278.

According the explanation above, all indicators of dimension of comprehending proficient learning theory and principal for MIN Palembang teachers are adequate, with average score of 279.33 that falls in range of 221-289.

Third dimension, develop curriculum related to learning subjects/developed subject involved. The indicators and the average score are presented below:

1. Understanding the principles of curriculum development, with average indicator of 282.
2. Specifying the objective of five subjects of Madrasah Ibtidaiyah/subjects responsible, with average indicator score is 288.
3. Determining proper learning experience to achieve 5 objectives of subjects taught, with average indicator score of 275.
4. Selecting five subject materials/subjects taught related to learning experience and objective, with average indicator score of 285.
5. Arranging learning materials correctly based on selected approach and characteristics of students at elementary age/ subjects taught, with average indicator score of 281.
6. Develop the assessment indicator and instrument, with average score of 285.

According to the analysis, indicator of third dimension is categorized as adequate, which shows the average at 282.67, score range between 221 and 289.

Fourth dimension, conduct fostered learning. The indicators and the average score are presented below:

1. Understanding the principles of fostered learning framework. The average score achieved is 279.
2. Developing learning framework components. The indicator average score is 283.
3. Arranging comprehensive learning framework

for any situation, such as at class, laboratory, and open space. The average score of this indicator shows similarly with previous indicator at 283.

4. Carrying out educational learning methods in classroom, laboratory, and field, with an average score of 270.
5. Using instructional media that is suitable with the students' characteristics and the five subjects to achieve the learning objectives as a whole, with an average score of 274.
6. Taking transactional decision in the five subjects in accordance with the evolving situation, with an average score of 270.

Based on the results above, the overall indicators of conducting fostered learning for MIN teachers in Palembang are quite sufficient where the average score of this dimension is 276.50, which is in the score range between 221 - 289.

Fifth dimension, utilizing information technology and communication for learning. The fifth dimension only has one indicator, which is utilizing information technology and communication in educational learning. The average score achieved is 293, which is in the range between 289 - 357. Therefore, the fifth dimension has a good category.

Sixth dimension, facilitating students' skills development to actualize possessed skills. The average score of the sixth dimension indicators are as follows:

1. Providing various learning activities to stimulate the students achieving the learning objectives optimally, with the indicator average score of 276.
2. Providing various learning activities to actualize the students' potentials, including their creativity, with the indicator average score of 283.

Based on the explanation above, the overall indicator of the sixth dimension is quite sufficient. The average score of this dimension is 279.50 that are in a range between 221 - 289.

Seventh dimension is communicating effectively, emphatically, and politely with students. The indicators and average scores of each indicator are as follows:

1. Understanding various effective, empathetic and polite communication strategies both written and verbally, with the indicator's average score of 277.
2. The respondents' ability to communicate effectively, empathetically and politely to the students with specific language in learning interaction that is built cyclically, with the indicator's average score of 282.25.

Based on the average score of the indicator that is on a range between 221 - 289, the dimension of the ability to communicate effectively, empathetically and politely to the students for MIN teachers in Palembang is quite sufficient.

Eighth dimension, conducting assessment and evaluation of learning proses and its outcomes. The indicators and average scores of the eighth dimension are as follows:

1. Understanding the assessment and evaluation principles of the learning process and result in accordance with the five subjects, with the indicator's average score of 283.
2. Determining the aspects of learning process and result to be assessed and evaluated in accordance with the five subjects' characteristics, with the indicator's average score of 282.
3. Determining the assessment and evaluation procedures of learning process and result, with the indicator's average score of 274.
4. Developing the assessment and evaluation instruments of learning process and result, with the indicator's average score of 281.
5. Determining the assessment and evaluation procedures of learning process and result, with the indicator's average score of 274.
6. Developing the assessment and evaluation instruments of learning process and result, with the indicator's average score of 281.
7. Administrating the assessment of learning

process and result continuously by using various instruments, with the indicator's average score of 275.

8. Analyzing the assessment outcomes of learning process and result for various objectives, with the indicator's average score of 280.
9. Evaluating learning process and result, with the indicator's average score of 274.

Based on the average score of the eighth dimension, which is 278.43, that is on a range ⁷ 221 - 289, the ability dimension to conducting assessment and evaluation of learning proses and its outcomes for MIN teachers in Palembang is quite sufficient.

⁵ **Ninth dimension** is utilizing the assessment and evaluation results for the benefit of learning. The indicators and average scores of the ninth dimension are as follows:

1. ⁵ Using the results of assessment and evaluation to determine the mastery of learning, with the indicator's average score of 281.
2. Using the results of assessment and evaluation to design remedial and enrichment program, with the indicator's average score of 277.
3. Communicating the results of assessment and evaluation to the stakeholders, with the indicator's average score of 278.
4. Utilizing the results of assessment and evaluation to enhance the learning quality, with the indicator's average score of 287.

Based on the average score of the ninth dimension, which is 280.75, that is on a range ⁴ 221 - 289, the ability dimension to utilize the results of the assessment and evaluation for the benefit of learning for MIN teachers in Palembang is quite sufficient.

Tenth dimension is performing reflective action to improve quality of learning.. The indicators and average scores of the tenth dimension are as follows:

1. Performing reflective actions towards the learning methods that have been done, with the indicator's average score of 283.

2. Utilizing the reflective action results for improvement and development of the five subjects, with the indicator's average score of 280.
3. Observing the actions in the class to enhance the learning methods quality of the five subjects, with the indicator's average score of 272.

Bases on the explanation of the indicator's average scores above, the average score of the tenth dimension is 278.33, which is on a range of 221 - 289. Therefore, the ability dimension to perform reflective action in order to enhance the learning quality for MIN teachers in Palembang is quite sufficient.

Obstacles and Potentials of Pedagogical Competence of MIN Teachers in Palembang

The result of this research also found various factors becoming both obstacles and potentials that influenced the competencies of MIN teachers in Palembang. They are as follows:

1) The Obstacles of Teachers' Competencies

Various factors might become the obstacles for improving the pedagogical competence of MIN teachers in Palembang. They are as follows:

First, based on the result of the interview with the head of MIN in Palembang, the role of KKG MIN in Palembang is to be a forum for the teachers to solve various obstacles and improving competencies. However, in reality, it could not play its role as it should be.

Second, based on the result of the interview with the head of MIN in Palembang and the observation,³⁴ the teachers could not carry out the learning programs effectively because of the limited facilities and media to support the learning activities. Both facilities and media for learning, such as computers and internet that could be accessed by the students and the

³⁴ Interview with|Budiman and Rusunah A. Manan as Head Master of MIN 2 and 1 Kota Palembang, at MIN 2 dan 1 Palembang, June 7, 2017 and June 12, 2017.

teachers, LCD, laboratories, teaching instruments and others. It greatly influenced both the teaching and learning process. Therefore, the availability of the facilities and media are quite important. Although the facilities and the media for learning were not the only requirements that guaranteed the learning activities could be carried out effectively.

2) The Potentials of Teacher's Competencies

Other than the obstacles to enhance the pedagogical competence of MIN teachers in Palembang, there were also potentials that could be managed to improve the teachers' competencies. They are:

First, 89.41% of MIN teachers in Palembang had bachelor degrees, and 3.53% of them had master degrees. Therefore, in terms of the level of education, most of MIN teachers in Palembang met the requirement for certification. It showed that most of MIN teachers in Palembang had level of education that is in accordance with the provisions of Act No. 14 of 2005 about Teachers and Lecturers, especially in Chapter IV article 9. The article explained that teachers must have academic qualification through undergraduate program or Diploma IV program. Furthermore in the Government Regulation Number 19 of 2005 Article 29 paragraph 2 (a), which is: educators in Elementary School (SD / MI), or other forms that have the same level have minimum academic qualification of diploma four (D-IV) or bachelor degree (S1).

Second, 42.35% MIN teachers in Palembang were Islamic Education course teachers, 37.65% were teacher general subjects, while 20% of them were teachers in class. It was interesting to look more deeply at the proportionality between the number of Islamic Education and general subjects teachers. This needed careful attention, so the balance between the needs of the subjects offered and the potential of the available teachers could be created.

Conclusion

Based on the explanation above, it could be concluded that the pedagogical competence of MIN teachers in Palembang was quite sufficient. The only pedagogical dimension that is in good category is utilizing the information technology and communication for learning process, while the other nine dimensions are sufficient category. That was caused by the obstacles and potentials of MIN teachers in Palembang that had not been revealed yet. They were lack of facilities and media, also the teachers' certification issues. In addition, the distribution between Islamic Religion and general subjects teachers had not been proportional yet in Madrasah Ibtidaiyah Negeri (MIN) in Palembang.

The findings of sufficient scores and some obstacles and potentials in pedagogical competence of MIN teachers in Palembang were expected to get attention from the related parties, so their pedagogical competence could be improved and they could find the solution for the apparent obstacles and potentials. The teachers who had good pedagogical competence could be one of the factors that stimulate the success of learning for the students. In other words, the teacher's pedagogical competence was one of the factors that influenced the learning motivation and results of the students.

The importance of pedagogical competence as differentiator for the teachers' competencies with other profession's competencies could become an instrument to motivate the students demanding further research. As a preliminary study, further research is recommended, where the aim is to be able to improve the pedagogical competencies of MIN teachers in Palembang in particular and other MIN schools throughout Indonesia. Interventions or cross check in the field by asking students directly about the application of the ten dimensions of teacher pedagogical competence can be carried out in the further research and it is also recommended to look at the other three teacher competencies, namely social, personality and professionalism competence.

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