

# EVALUATION OF TEACHER'S PEDAGOGICAL COMPETENCE IN IMPROVING EDUCATION QUALITY AT THE EDUCATION AND CULTURE OFFICE OF BOLAANG MONGONDOW UTARA REGENCY

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## ABSTRACT

The purpose of this research is: 1) to find out and analyze the Evaluation of teacher's pedagogical competence in improving education quality at the Education and Culture Office of Bolaang Mongondow Utara Regency; 2) to find out and analyze the factors that affect teacher's pedagogical competence in improving education quality at the Education and Culture Office of Bolaang Mongondow Utara Regency.

This research uses a descriptive approach through qualitative research methods.

The results showed that: 1) teacher's pedagogical competence in improving education quality at the Education and Culture Office of Bolaang Mongondow Utara Regency is good, however, several indicators need improvement; 2) the factors that influence the pedagogical competence of PAUD teachers are individual and environmental factors.

**keyword:** pedagogical competence, quality of education

## INTRODUCTION

Pedagogic competence has an important role in improving the teaching and learning process, such as classroom management, use of media, use of teaching methods, and so on. Mastery of good pedagogic competencies will have an impact on the quality of good learning, and vice versa. The implications of this ability will be seen from the teacher's ability to master the principles of learning, from learning theory to mastery of teaching materials. By understanding these things, the teacher will easily understand the difficulties and ease with which students learn and develop themselves, so that, the teacher will more easily help students develop. Therefore, we need a good approach, know the science of child psychology and child development, know how the development of children's knowledge.

However, the reality that occurs in the community shows that the mastery of teacher pedagogical competence is still far from expectations. Data from the Ministry of National Education, the results of the 2019 Teacher Competency Test (UKG), are still under the average, namely 53.08, while the government is targeting an average score of 55. In addition, the average professional competency score is 54.77, while the pedagogic competency score was 48.94. This shows that there are teachers who have low competence, especially regarding teacher pedagogical competence.

Referring to the results of UKG, it can be seen that the pedagogical competence of teachers is lacking. It is time for teacher pedagogical competence to be improved to adapt to changes that occur in society, especially in education, because the pedagogical competence of

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teachers is very influential on the quality of learning outcomes. Improving the quality of education is a complex process and involves various interrelated factors, one of which is the role of the teacher. A teacher is required to make a very large contribution to education in schools, especially in terms of learning. Teachers play a central role in the teaching and learning process, therefore the quality of education in an educational institution is very much determined by the abilities of a teacher in carrying out his duties [1].

The results of preliminary observations found by a researcher at the Education and Culture Office of Bolaang Mongondow Utara Regency indicate that the pedagogical competence of PAUD teachers is still low.

In addition, the initial observations made by the researcher were related to pedagogical competence there were teachers who did not understand well in compiling learning designs, there were also teachers who used various learning methods and used media according to the characteristics of students. Even though teachers no longer act as presenters of information but must also be able to act as facilitators, motivators, and mentors who always try to maximize the potential development of students, both academic and non-academic. Pedagogical competence includes teacher understanding of students, designing and implementing learning, evaluating learning outcomes, and developing students to actualize their various potentials [2]. Besides, Pedagogical competence is the ability to manage student learning which includes an understanding of students, designing and implementing learning, evaluating learning outcomes, and developing students to actualize their various potentials [3].

Furthermore, according to the Regulation of the Minister of National Education Number 16 of 2007 the indicators of teacher pedagogical competence are as

follows: a) mastering the characteristics of students. Mastering the characteristics of students from physical, moral, spiritual, social, cultural, emotional, and intellectual aspects; b) mastering Learning Theory and Learning Principles Mastering learning theories and teaching-learning principles; c) curriculum development taught lessons; d) educational learning activities organizing educational learning; e) utilizing information communication technology [5].

Based on these facts and expectations, problems arise which indicate that the quality of teachers in Indonesia is very low, especially in pedagogical competence. Therefore, the efforts to increase teacher competence are carried out continuously by the headmaster, educational institutions, and teachers. Competency enhancement is carried out by the teachers themselves, namely by attending workshops, upgrading and attending seminars or discussions, utilizing print or mass media and electronic media. While the efforts of educational institutions and headmaster, for example by conducting supervision (supervision) of teacher performance and discipline, supporting new ideas from teachers, motivating teachers to make scientific papers, holding teacher meetings, conducting teacher assessments, and giving awards (reward) to teachers who excel.

Law No. 14 of 2005 on teachers and lecturer states that pedagogical competence is "The ability to manage student learning." Pedagogic competence is one type of competence that absolutely needs to be mastered by teachers because pedagogical competence is the ability to manage student learning which includes an understanding of students.

Planning and implementing learning, evaluating learning outcomes, and developing students to actualize their various potentials. So, to find out the level of teacher competence. It is necessary to

conduct a performance appraisal in connection with the implementation of their duties as a teacher.

Based on the background above, this research is focused on the evaluation of teacher's pedagogical competence in improving education quality at the education and culture office of Bolaang Mongondow Utara regency.

## **RESEARCH METHOD**

The approach used in this research is descriptive qualitative because it is produced conclusions of data that describes in detail, not data of numbers. Data collection techniques, both primary and secondary data, are as follows:

1. Observation,
2. Interviews,
3. Documentation.

## **DISCUSSION**

### **Mastering the characteristics of students**

The teacher is an important factor in learning. Learning activities will not be able to run without participation in learning. It is a resource that can deliver students to reap the expected results. According to Article 1 of Law no. 14 of 2005 concerning Teachers and Lecturers, what is meant by teachers is professional educators and their main task is to educate, teach, guide, direct, train, assess, and evaluate students in early childhood education through formal education, primary education, and secondary education.

A teacher must have teacher competence. Ministry of National Education No. 045/U/2002 mentions competence as a set of smart and responsible actions in carrying out tasks appropriate with certain jobs. Teacher competence can be interpreted as the unanimity of knowledge, skills, and attitudes that embody smart and responsible actions in carrying out tasks as learning agents. The government regulation of Republic Indonesian no. 19

of 2005 concerning National Education Standards states that pedagogical competence as a learning agent at the primary and secondary education and early childhood education levels.

Among these competencies is pedagogical competence. Pedagogic competence is one of the competencies that every teacher must have at any level of education. The discourse of teachers as narrow professionals needs to be challenged with the discourse of teachers as transformative intellectuals, in carrying out their pedagogical duties acting as drafter and executor. In other words, transformative teachers in carrying out their pedagogical duties besides making plans, also carry out their plans.

The results showed that based on the results of interviews with informants and observations of the researcher, it can be concluded that the ability of early childhood teachers from the dimension of understanding student characteristics has been implemented well. It can be seen from the understanding of the characteristics of students, PAUD teachers in Bolaang Mongondow Utara Regency see by culture, social class, and the potential of each student.

In the learning process in the classroom, many students are diverse in culture, ethnicity, and race, so that, it becomes the basis for differences in attitudes, characters, and habits carried out by the students themselves. Therefore, what the teacher does is to establish a fair and relevant curriculum based on an existing culture. Teachers must be sensitive to the basic cultural differences that can affect students in the class.

Besides, PAUD teachers in Bolaang Mongondow Utara Regency always pay attention to the following matters: 1) from the physical aspect an assessment of character and health conditions, especially the function of the limbs (physical disabilities); 2) moral aspects such as recognition

of attitudes shown by students including deviant behavior, 3) from intellectual aspects such as students' intelligence levels in solving problems, thinking.

The quality of education is inseparable from the quality of the teaching and learning process as its relevance, requires effective teaching because the teacher is the main component in the teaching and learning process. Therefore, teachers are required to have pedagogical competence [4].

### **Mastering Learning Theory and Learning Principles**

Teachers are the spearhead of education because teachers directly seek to influence, nurture, and develop students' abilities to become intelligent, skilled, and highly moral people. Teachers are required to have the necessary abilities as educators. A teacher is required to master the teaching materials being taught and be skilled in teaching them. In the learning process, mastery of the subject matter and how to convey it very essential requirements. Therefore, the learning process must be tried as best as possible and needs serious attention.

Based on the results of interviews with informants, it can be concluded that basically, PAUD teachers in the Bolaang Mongondow Utara regency have mastered learning theory and learning principles. However, some teachers have not applied the learning principles according to what has been determined. It can be seen that there are still many teachers who use the lecture method, so that, it is not uncommon for students to feel bored of being in the classroom which causes them to go in and out of the classroom. It means that class management still needs improvement.

This is reinforced by Suprayadi who states that teachers are the most influential component of quality education outcomes because the success or failure of a teaching process is very much determined by

the competence of the teacher, one of which is pedagogical competence which includes: a). Mastering the characteristics of students; b). Mastering learning theory and learning principles; c). Organizing educational learning activities; d). Communication with students; e). Assessment and evaluation [4].

Managing the classroom is the teacher's job to create optimal learning conditions and neutralize the situation if there is interference in the classroom during the teaching and learning process. In the learning process, teachers must have their abilities to achieve the aspirations aspired to implement education in general and the teaching and learning process in particular. To have this ability, teachers need to foster themselves well, because the function of the teacher itself is to foster and develop the abilities of students professionally in the teaching and learning process. Thus, in life in the classroom, especially in the teaching and learning process, the relationship between teachers and students is not always hierarchical, but the potential of teachers and students can both be utilized in the teaching and learning process. Thus, students can be actively involved in efforts to achieve teaching and learning goals.

Furthermore, teachers must develop an awareness of mastery of student development, evaluation techniques, mastery of learning models and methods, in addition to mastery of subjects and science and technology related to teaching [5]. Furthermore, as a respondent in learning science, the method often used is the lecture method. It has not been able to determine the method used so that the learning objectives can be achieved.

### **Organizing educational learning activities**

In planning learning activities, educators determine learning objectives, namely the goals to be achieved after the learning activity process occurs. Learning is a

process that consists of aspects, namely what students do and what educators do. Therefore, to get a quality and maximum learning process, planning is needed. Learning planning is a decision-making process based on the results of thinking rationally, about certain learning goals and objectives, changes in student behavior after going through learning, and the efforts that must be made in achieving these goals.

Concretely, in this learning planning, educators make learning tools. Early childhood education, as education held before the basic education level, has a target group of children aged 0-6 years which is often referred to as the golden age of development. Besides, at this age, children are still very vulnerable, which if handled inappropriately, can cause harm to the children themselves.

Therefore, the implementation of early childhood education must be appropriate with the stages of child development. Early childhood education programs are not intended to initiate learning that should be obtained at the basic education level, but to provide appropriate educational facilities for children, so that, children have physical, mental, and social/emotional readiness to enter further education. Early childhood education is directed at facilitating healthy and optimal child development appropriate to the values, norms, and expectations of society. This education is carried out through the provision of rich and maximum experiences and stimuli. Therefore, we need an environment that is conducive to the growth and development of children.

Based on the results of the research, it shows that the learning process in the teacher's classroom is equipped with a complete learning administration and then this document is the reference for the teacher in delivering the material in the classroom. Besides, to provide comfort to students, the teacher does this through a

learning process that contains elements of play. However, games still contain elements of learning. In addition to games, the teacher also provides icebreaking when children start to get bored with teacher learning techniques. To maintain their passion for learning, the teacher gives appreciation every time the child completes a task well. The essence of play includes feeling happy, democratic, active, not forced, and independent by inserting the development of logic to think, behave, and be creative which are entirely contained in the learning design consisting of semester programs, annual programs, weekly learning activity plans, and daily learning plans.

### **Communication with students**

Early childhood education that takes place in Kindergarten aims to help lay the foundation for the development of knowledge, skills, character, behavior, and creativity needed by children in adapting to their environment and for their growth. The success of education is teacher skills in managing learning. Learning is a core behavior in the educational process that enables students and educators. Teaching and learning interactions are supported by several factors including educational objectives, educators, students, educational tools and facilities, teaching methods, subject matter, and the environment. The duties and obligations of a teacher are to convey learning material to their students through communication in the learning process they do. The success of a teacher in conveying messages or material is very dependent on the fluency of communication between teachers and their students, because the main problem in communication is essentially a message, be it a message verbally or a message nonverbally.

The results showed that PAUD teachers in Bolaang Mongondow Utara regency could communicate with their students. Communication is carried out in 2 ways,

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namely: 1) be a listener (Listen to what the students are saying). Usually, they will be happy to share their new experiences; 2) focus on the child. When children tell stories, try to focus on what they are telling you. Listen really with feeling. Look into his face with your eyes. And pause other activities for a moment and invite the child to come closer. Besides, communication is also carried out through the interpersonal communication approach we use when there are students who do not understand the exercises given; we go to their seats and explain directly to students who do not understand the exercises given.

A PAUD teacher must capture the feedback from their students both verbally and nonverbally, for example when the students respond when the teacher enters the classroom and what the students say and do, the teacher must be able to communicate it with good. The ability of a teacher to communicate is not only limited to whether or not someone is smart to speak and how much is talked about, but how the teacher processes the conversation so that what is discussed is easily understood by the child and beneficial for the child

### **Assessment and Evaluation**

The assessment of early childhood education is more to describe the achievement of children's development. With the assessment, it can be known and determined the aspects of development that have been achieved and have not been achieved. From the results of the interview, it was obtained data that the assessment was carried out every day, the results of the assessment were obtained from the results of the students' assignments, also obtained from the results of the teacher's observations of students. The assessment is carried out continuously on a daily, quarterly, or yearly basis. It has been implemented appropriately with the Regulation of the Minister of Education

and Culture of the Republic of Indonesia Number 146 of 2014 concerning assessment guidelines. Assessment in the implementation of the PAUD program is influenced by several factors, including the teacher as the implementer of the assessment (assessor), the child as the target of the assessment [6]. In the assessment carried out, the teacher should be objective, assessing the students as they are without differentiating each student so that the results are accurate.

The assessment of early childhood is carried out gradually and continuously, so that, learning progress and development can be identified. In early childhood education, evaluation of data collection by observation. Observations are made to collect information about learning activities or children's activities in participating in learning or stimulation programs carried out by educators (teachers). Data or information collection is carried out at the end of each lesson.

Based on the research results, it shows that the evaluation technique that will be used to evaluate early childhood learning is the non-test technique. Non-test techniques are observation, anecdotal notes, and portfolios based on aspects of moral and religious values, language, cognitive, physical motor, social-emotional, and art. Reporting and follow-up are activities to communicate the results of the evaluation of the achievement level of children's development. The timing of the assessment can be carried out from the child enters, during the learning process and the results are given to the parents or guardians of the students at the end of the semester. Child development reports are submitted to parents by the oral and written reports wisely and accompanied by suggestions that parents can do at home. The reporting provided to parents covers all aspects of child development. This reporting is intended, so that, parents can know the development of

their children while studying at playgroup institutions. Reporting provided to parents of a child development report book.

### **Factors Affecting the Pedagogical Competence of PAUD Teachers**

Based on the results of the research, it can be concluded that individual factors are an inhibiting factor in increasing a teacher's pedagogical competence. Individual factors are factors that come from the individual teacher in the form of motivation and level of intelligence.

So far, motivation is often said to be the force for someone to do an activity. If teachers do not have motivation in teaching, they will not be motivated and try to improve their abilities in planning, implementing, and evaluating the learning carried out in schools, so that, the expected student learning outcomes are also less than optimal.

### **CONCLUSION**

1. Teachers' pedagogical competence in improving the quality of education at the Education and Culture Office of Bolaang Mongondow Utara Regency is quite good. However, there several dimensions that need improvement, including the dimensions of mastering learning theory and learning principles. In this dimension some teachers have not applied the principles of learning, so that, some PAUD students feel bored and come in and out of the classroom during the learning process. Furthermore, other indicators have been running well but need to be improved so that the quality of education can be achieved.
2. The factors that affect the pedagogical competence of PAUD teachers are individual factors and environmental factors. Individual factors that affect ped-

agogical competence are factors that come from individual teachers, namely motivation and level of intelligence possessed by teachers. Furthermore, environmental factors from the results of the research show that a positive school organizational environment can also affect the implementation of high-quality education and the formation of attitudes positive morale for all personnel in educational institutions continuously documenting and assessing children's development.

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