

Mastery of primary school teacher pedagogy competency in curriculum 2013 implementation in Indonesia

Alwen Bentri

Universitas Negeri Padang

*)Corresponding author, ✉e-mail: alwenbentri@fip.unp.ac.id

Abstract

This study aims to examine how the mastery of teacher pedagogy competence in the implementation of the curriculum 2013 in the Padang city. This research uses a quantitative approach by using purposive sampling technique. Piloting school in question is spread over a number of districts in Padang with a sample of 45 peoples. The results showed that in the mastery of pedagogy competence as 52.00% of teachers have been ready for the implementation of the curriculum 2013. Traced deeper through an interview obtained results that are a weakness of teachers less able in; (1) managing the class, (2) enabling students through the learning process, (3) varying the learning strategy. It is recommended that the training provided to teachers more intensive and sustainable so that the mastery of pedagogical competence is more optimal.

Keywords: Mastery, Competence, Pedagogy, Implementation, Curriculum

How to Cite: Bentri, A. (2017). Mastery of primary school teacher pedagogy competency in curriculum 2013 implementation in Indonesia. *Couns-Edu: International Journal of Counseling and Education*, 2(2): pp. 78-84. DOI: <https://doi.org/10.23916/0020170210020>



This is an open access article distributed under the Creative Commons Attribution License, which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited. ©2017 by author and Indonesian Counselor Association (IKI).

Introduction

Mastery of teacher competence is an important thing in learning. The teacher is the spearhead of the learning process within the classroom. In this concept, the ability of teachers has to be realized in their competence is the decisive factor for the successful implementation of curriculum 2013. In the curriculum 2013, there is a change of new paradigm for the learning process within the classroom. In its implementation, students need to be encouraged to be more active during the learning process. This is in line with the scientific approach that teachers do in the learning process to the class that starts from observing, asking, reasoning, analyzing, concluding and communicating. In relation to that matter, it takes the teachers who master the optimal learning process that they did.

There are four aspects of teacher competence that need to be prepared in facing the implementation of the curriculum 2013. The first readiness in terms of teacher competence in the understanding of the substance teaching materials that is pedagogic competence. This competency becomes a priority in preparing teachers in implementing the curriculum 2013. In the curriculum 2013, teachers should be able to facilitate students in implementing learning. In the required scientific approach, the students must have relevant learning experience, which enables them to construct their ability independently.

Information found on the field shows that the mastery of teacher competence in learning is low. Report of Ministry of National Education of 2013 stated that the value in the implementation of teacher competency test (UKG) only reached the average of 44.46 and assessed has not reached the standard set.

The condition is supported by findings in the field through author observations at primary schools in Padang, beginning October 2016. Results show that teachers tend to do learning with conventional approaches and methods. Teachers tend to lecture and very less accentuate the student activity in learning, so students tend to be less active in learning.

Teachers actually have a duty to be able to educate students with the knowledge and knowledge they have. The students will not get the knowledge that is useful for them, if the teacher does not do the job well, Teachers should have social competence, because they are not only required to be smart and able to convey his scientific materials well, but also claimed to have adequate social competence, to the peers of students and to their environment. The profession of teachers in the community is a profession that is considered quite good and highly appreciated. In this connection, the teachers are required to be able to make them self as an example for the community to make the community able to appreciate the profession.

Khorooshi, et al (2016), the roles of teachers and schools are changing, and so are expectations about them. Teachers must educate in progressively multicultural classrooms, coordinate students, in particular needs, utilize ICT for teaching viably, engage in evaluation and accountability processes, and involve parents in schools. In such, this study aimed to identify and introduce ideal teacher competences in the Islamic Republic of Iran based on the revolutionary documentations of its education and pedagogical system. This analysis facilitates codification of special criteria for recruiting efficient and effective personnel; planning, predicting and designing a curriculum based on teacher competences; and attracting the attention of experts and macro curriculum planners of universities responsible for teacher training.

Teachers as the spearhead of curriculum implementation, is expected to prepare and open themselves to some possibility of change. Field phenomenon based on observation in February 2017 mentions that teachers are not given socialization related to the changes KTSP curriculum into curriculum 2013. Besides, in order to increase competence, many teachers are given fewer opportunities for self-development through training activities and workshop, so most of them feel less get the latest information in education. This condition makes teachers less competent in learning.

Tambunan (2014) said the development of learning technology today, has a direct impact on improving teachers' information technology competence. The analysis showed teachers' competence in the field of information technology is influenced by the teacher interpersonal communication, use of information technology tools, teachers' perceptions toward information technology and self-improvement of teachers either directly or indirectly.

Gerich and Schmitz (2016) in research on parental involvement and teacher professionalization, counseling parents in supporting their children learning process is considered to be an increasingly important competence area of teachers. However, to date little research has been conducted during the development of appropriate approaches to the assessment of teachers' counseling competence. The Results provide numerous implications for teacher preparation and continuing education, for example, the use of the counseling talk simulations as a didactical tool within the framework of teacher training programs.

The results of interviews with a number of teachers indicate that the mastery of pedagogical competence is less, because the teacher admitted that they have not fully participated in the training to implement curriculum 2013. Besides, the teacher also did not get the opportunity to add their knowledge because the busyness in the learning process made the teacher did not have time to try and discuss with each other, and also related teachers to improve their experience of learning methods and strategies.

In the curriculum 2013 the most necessary in learning is an innovative of teacher to be able to make learning meaningful. Teachers as educators, motivators in learning must have sufficient competence to be able to carry out the learning effectively. Implementation of curriculum 2013, teachers' readiness is as important as teachers as the spearhead in learning. The changes that have impacted teachers previously accustomed to active in learning should now facilitate students to learn. This condition, of course, contrasts with the previous curriculum where teachers are more dominant in their learning. In connection with it is important to do research to see or describe it then conducted research on "Mastery of Primary Teacher Pedagogy Competence in Curriculum 2013 Implementation in Padang".

Method

Accordance with the purpose of research, the sampling is done by purposive technique. The number of samples from this study as many as 45 teachers included in the school that became the piloting curriculum 2013. The research data obtained through the spreading of the questionnaire to each teacher who became respondent. Further data is processed by using the percentage.

Discussion

Curriculum 2013 is a new curriculum that demands student activeness in carrying out learning. In relation to above, it needs creative teachers for the implementation of learning. To improve the creativity of teachers in implementing of the learning required readiness or mastery of the main competencies by teachers in learning. Competence is the minimal ability teachers must have in order to implement the teaching and learning process. Competence referred to in this research is pedagogical competence. Based on a questionnaire given to a number of teachers at a piloting school the following results show:

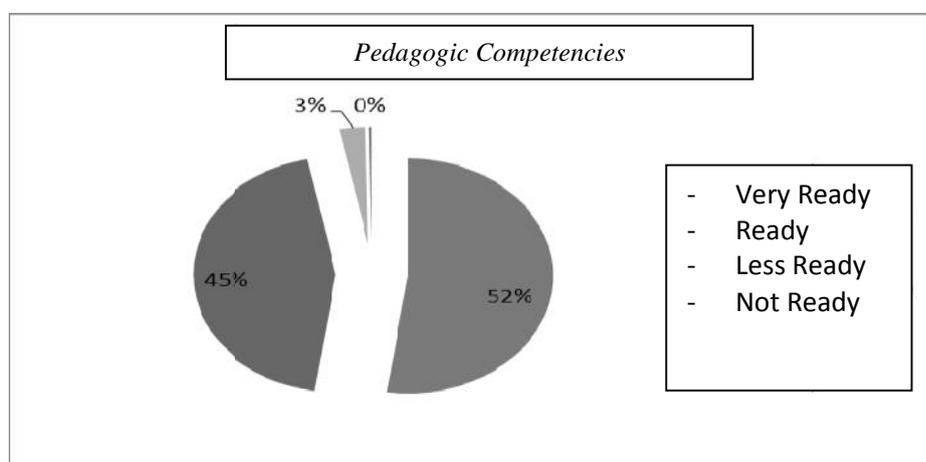


Figure 1 Master of teacher pedagogic competencies

Pedagogical competence is related to teacher's understanding of teaching ability and learning across the curriculum of 2013. Based on the questionnaire distributed to the respondents, it shows that 52.37% of teachers stated that they are ready for pedagogy to implement the curriculum 2013, 44.47% of teachers are ready, 2.89% Teachers stated less ready and 26.00% of teachers stated that they did not have the readiness and mastery of pedagogical competence in implementing the curriculum 2013. The components in the questionnaire are about how the preparation of learning, implementation of learning and evaluation of learning.

A number of questions asked about the preparation that is, whether the learning plan has been centered on the learner, whether the teacher has prepared the lesson plan based upon the theme of learning and make it sequentially, whether the teacher has integrated the environment as a source of learning, whether the teacher has prepared media that support the learning process and whether teachers have many thematic instruction manuals.

Furthermore, from the implementation side to the question asked whether the teacher has done the learning by maximizing the interaction with the students, whether the teacher has utilized the environment in school and outside school as a source of learning, whether the teacher has acted as a model of learning and facilitator, whether the teacher has implemented discussion activities during the learning and whether the teacher has conducted a scientific method study with observing, asking, associating, and communicating activities to be active.

The final stage is about learning evaluation. The questions asked are whether the teacher has understood that the assessment of the students includes the assessment of knowledge, work and attitude, whether teachers already know the assessment is done in the form of performance appraisal, project, portfolio and written test, whether the teacher has understood the portfolio assessment that is created by

students, whether the teacher already knows that the concept of assessment conducted refers to an indicator of each of the basic competencies of each subject. Broke and Stone cited Mulyasa (2007: 25) said that the competence as a "teacher qualification of behavior appears to be entirely meaningful" the purpose of teacher competence is a qualitative picture about the nature of teacher behavior that describes the level of professionalism of teachers.

In the Law of Teachers and Lecturer's article, 10 paragraphs 1 stated that pedagogical competence is the ability to manage learning, students that include understanding of the, design and implementation of learning, evaluation of learning outcomes, and development of learners to actualize potentials owned. Furthermore, in the RPP on teachers quoted by Mulyasa (2007) argued that pedagogical competence is the ability of teachers in learning management of students that at least include the following: Understanding insights and educational foundations, understanding of students, curriculum development / syllabus, The design of learning, the implementation of educational and dialogical learning, the use of learning technology, evaluation of learning outcomes, the development of learners to actualize potentials owned.

Lower quality of education cannot be separated from the role of the teacher as a main manager of the educational process in addition the other factors, such as the quality and characteristic's input, the environment and infrastructure (Blazely, 1997). The study said that learning at school is very theoretical and not related with the environment when children learn. According to Martinis and Maisah (2010) factors that make performance include intrinsic factors (personal/individual) or human resources and extrinsic is the leadership, system, team, and situational.

Sudjana (2003) says the ability to manage learning is a pedagogical teacher's competence is something that needs to get more attention from teachers today. Many criticisms are heard about teachers' inability to manage learning to be meaningfully to students. Some teachers only deliver learning materials to students without considering the optimal involvement of students.

Wahyuddin (2015) says improvement the teacher performance due to increased and improvement the teacher competence and emotional intelligence. So therefore, it takes a real effort of various parties in improvement the teacher competence and emotional intelligence that held by teachers, improvement the teacher competence and emotional intelligence will give a positive result to the improvement and enhancement of the teacher performance for the learning process in schools.

Competencies related to the skills of teacher trough the learning process are included in the category of professional competence. Professional competence is the mastery of learning material is broad and deep, covering mastery of curriculum content and substance of scientific subjects philosophically (Jamal, 2009). While Komara (Jamal, 2009) states that professional competence is the ability of dealing with the adjustment tasks, and competence of lecturers is very important because it directly relates to the performance shown.

According to Wijaya (1992in Saragih, 2008) that the ability of professionals to be possessed teacher in the learning process are: control of materials, manage to learn programs, managing the classroom, using a media source, mastering the foundations of education, managing the interaction of learning teaching, assessing student achievement for the sake of teaching participants, knowing the functions and programs, guidance and counseling services, and organizes the school administration, know and understand the principles and interpret the results of educational research for teaching purposes. Indicators used to measure the level of professional competence, includes understanding of the teaching material's appropriate curriculum, understand the concepts and linkages with other sciences, as well as mastering the steps in the research and critical analysis to explore teaching materials.

Basically, every learning management whose activities from planning, implementation to learning assessment, aimed at optimal learning of students, so that they are able to actualize their potential. Therefore, understanding among the students is absolutely owned by a teacher.

In connection with the implementation of the curriculum 2013, the most important thing is the change of learning paradigm. Based on the questionnaire that has been distributed to obtain information that the readiness of teachers to the mastery of pedagogical competence is only 52.00% teachers are very ready and have mastery of this competence. In the mastery of pedagogical competence, the most important is the process of learning by using a scientific approach. This approach is quite different in the usual learning activities into the SBC curriculum. The scientific approach used across the curriculum 2013 of the usual

learning process that used a dialogical approach. In this case means to emphasize the implementation of learning must depart from the dialogical process among fellow subjects of learning, thus giving a birth to critical thinking and the occurrence of the communication process. Without communication, there will be no real education. Learning that includes educational and dialogical processes is a response to the practice of anti-reality education that should be directed to the process to the problem. The starting point for the preparation of educational programs must be moved from the present, existential and concrete that reflects the aspirations of the people. Learning is essentially a process of interaction between students of the environment so that there is a change of behavior in a better direction. In learning, the main task of teachers is to condition the environment in order to support the change of behavior and the formation of competence of students.

Furthermore, no less important is the usage of information technology in learning. The usage of technology in education and learning, known as e-learning that is intended to facilitate or streamline learning activities. In this case is required to have the ability to use and prepare learning materials into a computer network system accessed by students. Learning technology is a supporting tool to help facilitate the achievement of learning objectives and the establishment of competence, facilitate the presentation of data, information, learning materials, and cultural variations.

Basically, the teacher has the potential to develop the ability and creation, so that teacher performance is increasing. However, teachers often experience various factors that hinder the development of its potential. Therefore, teachers need the guidance of their competence, to produce quality education. Coaching or supervision activities are defined as the process of providing professional assistance services to teachers to improve their ability, to carry out the tasks of managing the learning process effectively and efficiently. Furthermore, Pidarta (1986) in Mulyasa (2004) said that supervision was a process of developing teacher competence optimally in accordance with the level of ability to achieve the level of work efficiency. Basically supervision activities aimed at improving the ability or competence of teachers, so that in performing tasks can be more effective and efficient.

Supervision is an activity or effort to stimulate or coordinate and guide the needs to the teacher to understand and more effectively its appearance in teaching and learning process. While Sahihan cited Mulyasa (2002) argued that supervision is the effort to initiate, direct, coordinate and guide the teacher changes continuously in school, both individually and collectively in order to better understand and more effective in realizing all the teaching functions that can stimulate and Guiding the growth of each student continually, to participate more quickly in the modern democracy. One of the important activities in supervision is to provide an understanding of the curriculum. Susilana et al. Explains the quality of curriculum documents contributing simultaneously to the quality of the application of diverse curricula in primary schools. Understanding of the curriculum is very important and that is the important point in the discussion between the teacher and the academic counselor or supervisor.

From some of the above definition, it can be said that supervision contains several activities: continuous coaching to teachers and other education staff, developing professional skills of school personnel, improving situation and condition of learning, to achieve educational objectives and personality development of students. In other words in supervision, there is a service process to help or nurture teachers, this guidance leads to improvement or improvement of professional skills of teachers who ultimately can also improve teachers' achievement.

Assistance and coaching to teachers should be done assuming cooperation, participation and not assuming coercion. Thus, the awareness arises and the development of initiatives from the teacher, so that will help teachers in developing their potential optimally. Mulyasa (2002), states that the purpose of supervision is to help and provide a convenience for teachers to learn how to improve their ability to realize the learning tasks of students. To realize the achievement of supervisory goals above each supervisor needs to understand the main task. Gwynn defines the ten main tasks of a supervisor as quoted by Bafadal (2003), namely: (1) To help teachers understand and understand the learners, (2) to help develop and improve, either individually or collectively, (3) Assisting all school staff to be more effective in implementing the teaching-learning process, (4) helping teachers improve effective learning, (5) helping teachers individually, (6) helping teachers to better assess learners, (7) stimulate (9) assisting teachers in implementing the curriculum at school, (10) helping teachers to provide the community with the clearest information possible school progress.

Based on the results from the study, found that teachers lack the readiness in pedagogical competence. This is partly because primary school teachers do not understand the context of the curriculum. Yardakul (2015) in his research mentions elementary school teachers view the curriculum as a text theory, political text, scope of content, or as a guide book compiled by publishers, and that the curriculum is shaped in practice. In addition, in understanding the curriculum, there are two understandings that are adapted and adopted. The study found that in order for primary school teachers to adapt the curriculum during the teaching process, they must first understand the curriculum and competent philosophy in the curriculum parallel to the context. In other words, they need to understand the curriculum from the context and the philosophical basis. Understanding the context of curriculum in philosophy will strengthen teacher's pedagogy competence.

The educational environment of pedagogical universities of Russia becomes a factor of formation of professional competence of future teacher when: the content of trained disciplines is not interesting only, but also is focused on practice, reality; forms and methods of activity are clear, logical and are easily applicable in school's practice; in the relations, arising between teacher and student is the principles of democracy and the evolving kind of learning; there are material opportunities within the organization of modern educational activity and development of pupils; there is an interaction with various subjects of teaching and educational process (Akeshova et al., 2013). Creation of basic educational platforms, carrying out research seminars and conferences, the organization of scientific laboratories, carrying out joint colloquiums of students, university teachers, of schools teachers and pupils will allow including all components of the educational environment (Merzon, 2011). However, it is important to work not only over external factors of preparation of pedagogical staff, but also over internal factors. Only at a harmonious combination of external and internal conditions it is possible to achieve the most effective result: the teacher who is a modern, perspective, easily adaptive in the changing conditions, capable in each child "to see the sun".

In this regard, it is recommended that teachers be given more training on the strategies and approaches used across the curriculum 2013 and optimize the process of mentoring teachers in teaching and learning activities. One effort to overcome the lack of understanding of teachers about the methods and strategies in learning that is by optimizing the mentoring program conducted by peer teachers and supervisors. In this case fellow, teachers can learn from each other about the methods and techniques in learning. Teachers can become observers for other teachers in learning and can improve teachers' understanding of learning.

Conclusions

The result shows that 52.37% of teachers are very ready for pedagogy to implement the curriculum 2013, 44.47% of teachers are ready, 2.89% of teachers stated less ready and 26,00% of teachers are not prepared and mastery of pedagogical competence in implementing curriculum 2013. The conclusion is recommended for related parties to optimize the training of teachers on strategies and approaches in learning and optimize, and also the mentoring process for teachers in teaching and learning activities. Training is very effective to be able to update the information and knowledge of teachers to improve the quality into the learning process.

Acknowledgments

This research can be implemented because of the assistance of all parties, especially the Research Institute of Padang State University and elementary school teachers at the piloting school that became the research respondents. The piloting schools are SD Agnes, SD Kartika-10, SD Kartika-11, SD Kartika-12, SD Baiturahmah I, SD Baiturahmah II, SD PGAI, SD RK 2 Fransiscus, SD Teresia, Yari School, SD YosSudarso, SD Tirtonadi, SD N Percobaan, SD N 02 Alai, SD N 05 Padang Pasir, SD N ParakGadang, SD N 11 LubukBuaya, SD N UluGadut, SD N 23 PasirSebelah.

References

- Arikunto, Suharsimi. (2010). *Manajemen Penelitian*. Jakarta: Rineka Cipta.
Bafadal, Ibrahim. (1992). *Supervisi Pengajaran*. Jakarta: Bumi Aksara.

- Bafadal, Ibrahim. (2003). Peningkatan Profesionalisme Guru Sekolah Dasar dalam Kerangka Manajemen Peningkatan Mutu Berbasis Sekolah. Jakarta: Bumi Aksara.
- Blazely, L. D. et al. (1997). Science Study. Jakarta: The Japan Grant Fondation.
- Gerich, Mara and Schmitz, Bernhard. (2016). Using Simulated Parent-teacher Talks to Assess and Improve Prospective Teachers' Counseling Competence. *Journal of Education Learning* Vol. 5 No. 2: Canadian Center of Science and Education.
- Khorooshi, Pooran. Et al. (2016). Explaining Idea Teacher Competences in the Islamic Republic of Iran-Based on the Revolutionary Documentations of Its Education and Pedagogical System. *International Education Studies* Vol. 9 No. 12: Canadian Center of Science and Education.
- Mulyasa. (2002). Standar Kompetensi dan Sertifikasi Guru. Bandung: Remaja Rosdakarya.
- Nasution, Agusfidar & Zelhendri Zen. (2000). Prinsip-prinsip dan Penilaian Hasil Penelitian. Padang: Jurusan Kurikulum dan Teknologi Pendidikan.
- Saragih, A.H., (2008). Competencies Minimum of a Master's in Teaching. *Journal TabularasaUnimed PPS*. Vol. No. 5. June 1, 2008.
- Sudjana, Nana. (2003). Dasar-dasar Proses Belajar Mengajar. Jakarta: Sinar Baru Algesindo.
- Sugyono. (2010). Metode Penelitian Pendidikan (Pendekatan Kuantitatif, Kualitatif dan R & D). Bandung: Alfabeta.
- Susilana, Rudi, Asra, Herlina. The Contribution of the Self-Efficacy of Curriculum Development Team and Curriculum Document Quality to the Implementation of Diversified Curriculum in Indonesia. *The Malaysian Online Journal of Educational Science* Volume 2, Issue 3. Mojes.
- Tambunan, Hamonangan. (2014). Factors Affecting Teachers' Competence in the Field of Information Technology. *International Education Studies* Volume 7, No 12: Canadian Center of Science and Education.
- Wahyuddin, Wawan. (2015). The Relationship Between of Teacher Competence, Emotional Intelligence and Teacher Performance Madrasah Tsanawiyah at District of SerangBanten. *Canadian Center of Science and Education*.
- Yardakul, Bunyamin (2005). Perceptions of Elementary School Teachers Concerning the Concept of Curriculum. *Educational Sciences: Theory & Practice*. 2015 February.
- Yurdakul, B. (2015). Perceptions of Elementary School Teachers Concerning the Concept of Curriculum. *Educational Sciences: Theory and Practice*, 15(1), 125-139.
- Yusuf, A. Muri. (2005). Metodologi Penelitian. Padang: UNP Press.