EFFECTIVE SCHOOL MANAGEMENT IN ENCOURAGING IMPROVEMENT OF TEACHER PEDAGOGICAL COMPETENCE AT MI HIDAYATUL ISLAM PURWAKARTA

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ABSTRAK

Pengalaman belajar yang sempurna dalam proses belajar mengajar melibatkan fungsi dan kegunaan metode pembelajaran, media pembelajaran, teknik evaluasi, karakteristik wilayah/daerah, karakteristik siswa, kepedulian orang tua, motivasi siswa, kesempatan dan peluang mengajar guru. Hal ini berkaitan erat dengan kompetensi pedagogik seorang guru. Penelitian ini bertujuan untuk menganalisis kompetensi pedagogik guru dalam perencanaan pembelajaran, proses pembelajaran, dan evaluasi belajar siswa. Penelitian ini dilakukan dengan menggunakan pendekatan kualitatif. Teknik pengumpulan data dilakukan melalui wawancara, observasi, dan studi dokumentasi. Prosedur analisis data adalah reduksi data, display data, dan verifikasi. Adapun subjek penelitian adalah kepala sekolah, wakil kepala sekolah, dan guru. Hasil penelitian menunjukkan bahwa: 1) Peningkatan kompetensi pedagogik guru dalam perencanaan pembelajaran di MI Hidayatul Islam Purwakarta dilakukan dengan berpedoman pada kurikulum dan silabus. Dalam perencanaan pembelajaran memuat analisis materi pembelajaran yang di dalamnya memuat tentang standar kompetensi, kompetensi dasar, indikator dan materi pokok. 2) Peningkatan kompetensi pedagogik guru dalam proses pembelajaran di MI Hidayatul Islam Purwakarta dilakukan dengan pengembangan penguasaan teori belajar dan prinsip-prinsip pembelajaran, pengembangan kurikulum, pengembangan potensi peserta didik, dan memanfaatkan teknologi informasi dan komunikasi, berkomunikasi secara efektif, empatik, dan santun dengan peserta didik 3) Peningkatan kompetensi pedagogik guru dalam mengevaluasi belajar siswa dilakukan dengan memanfaatkan hasil penilaian dan evaluasi dan melakukan tindakan reflektif untuk peningkatan kualitas pembelajaran.
Kata kunci : Kompetensi Pedagogik, Guru dan Motivasi Belajar.

ABSTRACT

A perfect learning experience in the teaching and learning process involves the function and use of learning methods, learning media, evaluation techniques, regional/regional characteristics, student characteristics, parental concerns, student motivation, teacher teaching opportunities and opportunities. This is closely related to a teacher's pedagogical competence. This research aims to analyze teachers' pedagogical competencies in lesson planning, learning processes, and evaluating student learning. This research was conducted using a

qualitative approach. Data collection techniques were carried out through interviews, observation and documentation studies. The data analysis procedures are data reduction, data display, and verification. The research subjects were the principal, deputy principal and teachers. The results of the research show that: 1) Increasing teachers' pedagogical competence in lesson planning at MI Hidayatul Islam Purwakarta is carried out based on the curriculum and syllabus. Learning planning includes analysis of learning materials which includes competency standards, basic competencies, indicators and main material. 2) Increasing teachers' pedagogical competence in the learning process at MI Hidayatul Islam Purwakarta is carried out by developing mastery of learning theories and learning principles, curriculum development, developing students' potential, and utilizing information and communication technology, communicating effectively, empathetically and politely with students 3) Increasing teachers' pedagogical competence in evaluating student learning is carried out by utilizing the results of assessments and evaluations and carrying out reflective actions to improve the quality of learning.
***Keywords:** Pedagogical Competence, Teachers and Learning motivation*

INTRODUCTION

Nowadays there are many challenges faced by the world of education, the final results obtained by students have not been able to provide a smile that makes the name of the Indonesian nation fragrant, the quality of teaching and learning is questionable and students' learning motivation is still very low. This must be corrected for better results in the teaching and learning process. The learning process is an active learning activity in compiling experiences, using real problems found in the environment. Learning is not passive, learning is an active process in gaining experience, new knowledge and information. After learning a person has skills, abilities, attitudes and values. In this case, it states that learning is understood as trying or practicing in order to gain something clever.

In its implementation, learning is an individual's activity of acquiring behavioral knowledge and skills by processing learning materials. Based on the statement above, it can be understood that learning activities require practice and practice can give rise to experience, with that experience a person can be trained in realizing a special skill. To assemble a perfect learning experience, the teaching and learning process should involve the function and use of learning methods, learning media, evaluation techniques, regional/ regional characteristics, student

characteristics, parental concerns, student motivation, teacher teaching opportunities and opportunities, and so on.

A learning process that involves students directly in teaching and learning activities can create collaboration with other students and can obtain a lot of information. Learning is a combination that includes human elements, materials, facilities, equipment and procedures that influence each other to achieve learning goals. Based on this, the ability to understand students in depth and the implementation of learning, including understanding the psychology of child development, child health, the social environment and the abilities of parents, is a cycle of understanding that teachers must understand in improving their pedagogical competence in the teaching and learning process.

In the national education standards, the explanation of article 28 paragraph (3) point (a) states that what is meant by pedagogical competence is the ability to manage student learning including understanding students, designing and implementing learning, evaluating learning outcomes, and developing students to actualize the variety of potential it has (Pendidikan, 2005). This condition, in Mulyasa's review, states that pedagogical competence at least includes the following aspects, namely: (a) understanding the insights and foundations of education, (b) understanding students, (c) developing curriculum/syllabus, (d) designing learning, (e) implementation of educational and dialogical learning, (f) use of learning technology, (g) evaluation of learning outcomes (EHB), and (h) development of students to actualize the various potentials they have (Balqis et al., 2014).

In this case, the role of institutional management in improving teacher competency is very important. Institutional management carried out starting from planning, implementation and evaluation of increasing teacher competency needs to receive full attention so that increasing teacher competency can be carried out optimally.

This research uses a descriptive method with a qualitative approach, namely describing and analyzing the implementation of teaching supervision in improving teacher professionalism at MI Hidayatul Islam. The approach used is a qualitative approach, where the data collected is presented in the form of a description. The

descriptive method used in this research is qualitative descriptive which is aimed at examining various problems in the field and obtaining meaning that is more appropriate to the environmental conditions where the research is carried out. In line with Margono's explanation states that descriptive research is a research method that seeks to provide systematically and carefully the actual facts and characteristics of a particular population which aims to solve actual problems currently faced and collect data or information to be compiled, explained and analyzed (Kurniawan & Astuti, 2017).Researchers used data collection techniques through observation, interviews and documentation studies. Next, analyze the data that has been collected from the beginning of the research to the end of the research using data reduction techniques, data presentation and conclusions.

DISCUSSION

In discussing the results of this research, efforts will be made to interpret the results of research findings in the field that have been obtained. This is based on a perception that the main aim of qualitative research is to obtain meaning of the reality that occurs.

Increasing Teacher Pedagogical Competence in the Learning Process at MI Hidayatul Islam Purwakarta

Increasing teachers' pedagogical competence in planning lessons at MI Hidayatul Islam Purwakarta is guided by the curriculum and syllabus. The learning planning includes an analysis of learning materials which includes competency standards, basic competencies, indicators and main material. With a reference to the learning plan, it is believed that the learning taught by the teacher will be more focused, sustainable and more flexible. This is in accordance with Harun's statement which said that teaching planning will be successful if it includes seven categories, namely:

a. planning based on clear goals

b. there is a unified plan

c. logical

d. continuity

e. simple and clear

f. flexible, and

g. stability (Balqis et al., 2014)

Planning is one of the initial functions of management activities, in the process of determining and utilizing resources in an integrated manner which is expected to support activities and efforts carried out efficiently and effectively in achieving goals. In connection with learning planning which is the teacher's responsibility in the teaching and learning process, there are several ways related to planning learning materials, including the teacher having to complete it with an annual program, semester program, syllabus, lesson plans, minimum completion criteria, student attendance list and grade book. For teachers, the most important planning is unit planning, weekly planning and daily planning. Therefore, learning planning at the educational unit level is a preparation that must be carried out by teachers as an initial step in a process of teaching and learning activities.

In its implementation, the first step that must be carried out by a teacher is to review the curriculum which is developed in the form of a syllabus. Furthermore, it was developed into an active, creative, innovative and fun teaching and learning process. Good planning will also have a good impact on the teaching and learning process. Learning planning is preparation that must be carried out by the teacher and is the first step in a learning activity.

Increasing Teacher Pedagogical Competence in Learning Planning at MI Hidayatul Islam Purwakarta

Increasing teacher pedagogical competence in the learning process at MI Hidayatul Islam Purwakarta is carried out through several aspects, namely:

a. Mastering learning theories and educational learning principles

In the learning process at MI Hidayatul Islam Purwakarta, mastery of learning theories and educational learning principles is carried out by exploring each learning material conceptually through reading books and literature about each scientific discipline.

b. Develop a curriculum related to the subjects taught

Increasing teachers' pedagogical competence in the learning process at MI Hidayatul Islam Purwakarta in terms of the aspect of curriculum development related to the subjects taught is carried out by strengthening a number of

learning materials for students properly and correctly and according to the allocation of learning time provided.

c. Facilitate the development of students' potential to actualize their various potentials

Increasing teachers' pedagogical competence in the learning process at MI Hidayatul Islam Purwakarta is viewed from the aspect of developing students' potential to actualize their various potentials by providing a number of exercises in the form of homework related to the learning material that has been taught.

d. Utilizing information and communication technology for learning purposes

Increasing teachers' pedagogical competence in the learning process at MI Hidayatul Islam Purwakarta in terms of the aspect of utilizing information and communication technology for learning purposes is carried out by providing opportunities for students to be actively involved in using information and communication technology facilities in achieving learning goals. Good organizational communication is expected to provide support for achieving organizational goals, regulate each role of people, groups, parts of the organization, clarify the formal hierarchical structure of the organization, facilitate informal interactions, and so on. Engkoswara and Komariah stated that the effectiveness of organizational communication is determined by: (a) a clear structure for each function and role of people/departments, (b) communication models, and (c) technological support capacity, namely the organization's financial and human resource capabilities. The success of a school in achieving educational goals is also determined by how much the school is able to absorb technological growth that develops according to its capacity. The technology in question does not only support direct production or services, but is also related to communication elements within the organization which must be facilitated with technology. However, in responding to problems that arise from previous developments in information technology, a teacher is required to understand the use and procedures for how information technology works (Engkoswara & Komariah, 2015).

e. Communicate effectively, empathetically and politely with students

Increasing teacher pedagogical competence in the learning process at MI Hidayatul Islam Purwakarta in terms of communicating effectively, empathetically and politely with students is carried out every working day by providing educational greetings and warnings and improving student behavior. Communication is basically the process of conveying messages between the sender and recipient. Therefore, communication will occur if it has a communicator (person who conveys information), communicant (person who receives information), message (something that is conveyed in the form of information, news, feelings, instructions, wishes, desires, and so on.), media (the form or way the information is conveyed. Media can be verbal, written, images, videos, music and other forms), and effects (changes that occur in the communicant in accordance with the communicator's expectations). This aspect is the most fundamental in effective communication. Communication is a basic human activity. In a management review, communication is defined as one of the activities carried out to establish relationships between managers and their subordinates. Therefore, communication needs to be carried out so that the intentions and messages conveyed can be received according to the wishes of the sender of the news. Engkoswara and Komariah said that communication transfers meaning/understanding from the sender to the recipient, which includes three important parts of effective communication, namely the sender, recipient, and the successful delivery of meaning (Engkoswara & Komariah, 2015).Communication in an organization is understood as an effort to eliminate gaps so that the parties involved in the communication process become close to each other. Thus, the essence of communication is mutual familiarity. Thus explain that communication is the transfer of information and understanding from one person to another. Communication will be more effective and of better quality if it is supported by an attitude of trust, acceptance, empathy and honesty between the two. From the definition above, it can be observed that communication is an activity to make other people understand what is meant by the communication process. It can also be understood that communication is a suggestion for the transfer of

information from the communicator to the communicant or a system in order to form a communication link between individuals.

Increasing Teacher Pedagogical Competence in Evaluating Student Learning at MI Hidayatul Islam Purwakarta

Increasing teacher pedagogical competence in evaluating student learning at MI Hidayatul Islam Purwakarta is carried out in various ways, namely:

a. Utilizing the results of assessments and evaluations for learning purposes

Increasing teacher pedagogical competence in evaluating student learning at MI Hidayatul Islam Purwakarta in terms of the aspect of utilizing assessment and evaluation results for learning purposes is carried out by identifying student development through learning evaluation activities and determining several peer tutors to develop teaching materials. The success of education can be seen from the quality of the teaching and learning process in the classroom, which will directly show the teacher's mastery of learning management and thus also show the learning achievements achieved by students.

b. Reflective take action to improve the quality of learning

Increasing teachers' pedagogical competence in evaluating student learning at MI Hidayatul Islam Purwakarta in carrying out reflective actions to improve the quality of learning is carried out by means of diagnostic tests for each lesson material that has been taught. Under review (Djamarah, 2015) what is meant by a diagnostic test is a test that is intended to determine the learning difficulties experienced by students based on the results of previous formative tests. So it can be understood that the form of reflection action implemented by the teacher is to test the extent of learning difficulties experienced by students. Diagnostic tests require a number of questions for one area that is thought to be difficult for students. The questions are varied and focused on learning difficulties. As for learning difficulties in review (Djamarah, 2015)is a condition where students cannot learn normally, due to threats, obstacles or disruptions in learning. There are no students who do not have problems in their learning, apart from intelligence factors, students' learning difficulties can be caused by several indicators from their respective points of view.

To make the learning process effective, it is necessary to pay attention to learning management, both within teachers, students and outside themselves. The teaching and learning process is the core of the overall educational process with the teacher as the main role holder. The teaching and learning process is a process that contains a series of actions and teachers based on reciprocal relationships that take place in educational situations to achieve certain goals. Interaction or reciprocal relationship between teachers and students is the main requirement for the teaching and learning process. Interactions and learning events have a broader meaning, not just the relationship between teachers and students, but in the form of educational interactions. This is in accordance with opinion (Hamalik, 2019)states that lessons will be meaningful for students if the teacher tries to connect them with past experiences, or experiences that have been had previously. Meanwhile, according to Usman, giving explanations is a very important aspect of teacher activities in their interactions with students in the classroom, and usually teachers dominate the conversation and have a direct influence, for example in providing facts, ideas or opinions.

CONCLUSION

The research results show that: 1) Increasing teachers' pedagogical competence in planning lessons at MI Hidayatul Islam Purwakarta is carried out based on the curriculum and syllabus. Learning planning includes analysis of learning materials which includes competency standards, basic competencies, indicators and main material. 2) Increasing teachers' pedagogical competence in the learning process at MI Hidayatul Islam Purwakarta is carried out by developing mastery of learning theories and learning principles, curriculum development, developing students' potential, and utilizing information and communication technology, communicating effectively, empathetically and politely with students 3) Increasing teachers' pedagogical competence in evaluating student learning is carried out by utilizing the results of assessments and evaluations and carrying out reflective actions to improve the quality of learning.

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