

Development of The Pedagogic Competency Coaching Model for Teachers in Elementary School in PKG

Yeni Deswita

PPS UNP

Universitas Negeri Padang

Kota Padang, Indonesia

yenideswita@gmail.com

Rusdinal

Education Faculty

Universitas Negeri Padang

Padang, Indonesia

rusdinal@fip.unp.ac.id

Abstract—The professional coaching Model of elementary school teachers in the city of Solok has not existed in particular, the author's knowledge there are only educational supervision programs and education and training programs. With the program professionalism of PRIMARY school teachers Solok has not increased in accordance with the expected, which is evidenced by the value of the final examination of national standard Schools (UASBN) year 2014 students at SD Kota Solok with an average value of 6.7. Meanwhile, PKG that is expected in addition to assessing and measuring the performance of teachers in the implementation of its duties also to improve the professionalism of teachers has not been implemented according to the provisions. Therefore, the condition is important to be examined so that the right solution is found for the problem through a study. This study examines the development model of pedagogic competence teachers by the school principal in the implementation of learning based on PKG relevant to the teachers ' needs. The presence of this model is expected to be used as a reference for the headmaster in implementing more effective coaching so that the competency of teachers in managing the learning is better.

Keywords—pedagogic competency, Elementary school, PKG

I. INTRODUCTION

Education is a strategic effort in accelerating the development process of the nation and state, especially in developing quality human resources. Through a quality education will be born human resources that are also qualified so as to help the country to accelerate development. This quality education is determined by the educational process that is run by education actors who guarantee the success of education. The success of education is determined by the roles and various elements. One very important element is the teacher. Teachers are the central point in the effort to reform learning and they become the key to the success of every education quality improvement effort. Whatever the name, whether it is renewal of curriculum, development of teaching methods, improvement of learning services, provision of textbooks, will only mean when involving teachers [1]. However good and ideally educational curriculum, however complete educational facilities and infrastructure, without balanced with the ability of teachers in implementing it, then all will be less meaningful [2]. From both statements it can be

concluded that the teacher's factors can not be ignored in the effort to improve the quality of education. The size of the teacher's role in school education is that the teachers are required to be professional, teachers must follow the development of science and technology so that they can bring their children to progress without leaving cultural values and Noble character. This is where teachers need to be given coaching so that their knowledge, skills and performance increase. Mungin Edy Wibowo also stated that the competency profile of Educators (teachers) includes components; 1) Material Mastery; Mastery of the curricular substance (pedagogical content Knowledge) which includes the selection, arrangement, packaging, and presentation of science field materials according to the needs of learners, 2) understanding of learners; The ins and outs of the students ' initial conditions as unique individuals, (including the difficulties faced and the disorders that are held, in the context of sociocultural family and a compound community), 3) educational learning; Management of learning oriented to the needs of learners as a preliminary reference as well as human formation as a long term referral, stems to the establishment of independent learning ability in the context of intact personality, 4) development Personality and professionalism; Have a strong personality that is characterized by the supreme god, Noble, creative, independent, democratic and responsible [3]

Professional development of elementary school teachers in the city of Solok on the background of the problem has been explained that it has not been in accordance with expectations, so it requires attention from various parties, especially from the principal. If the above condition is associated with the implementation of PKG which contains the assessment document 4 teachers competence and subcompetence and indicators, should have a positive impact on the quality and outcome of learning. The occurrence of such problems is caused by the following:

1. The competency of the principal in conducting teacher development is still lacking. This is an image of coaching that is only done through supervision programs that emphasize the administrative aspects.

2. The implementation of PKG by the principal does not conform to the supposed stage.
3. Pedagogic competence and teacher professionals lack the construction of both the school principal and school supervisor so that the teacher does not feel the existence of competency improvement in the better direction.
4. Teacher's understanding of coaching/supervision is still lacking. This can be seen from the lack of a teacher's initiative to request supervision/coaching services on peers or principals as well as on school supervisors.
5. Model coaching teachers that are used as reference by the principals and supervisors in conducting professional coaching teachers have not existed so that they give coaching to the teachers of the same

The focus of this research is the pedagogic competency coaching model of ELEMENTARY school teachers in the implementation of learning based on PKG program by the principal. The core problem is the absence of a teacher coaching model that is used as reference by the principal.

II. THEORY

Coaching in a simple way can be interpreted as an educational effort to improve things for the better. When associated with teacher competency, coaching is intended here is an effort carried out in improving the ability of teachers to manage learning. The development of this teacher's ability can be said that teacher professional development is absolutely needed by the teacher to produce professional teachers in carrying out their duties [4].

The professional enhancement efforts of teachers are also sought through the Teacher Performance Assessment (PKG) which in addition aims to measure the performance of teachers, also to improve teacher competence and professional development of teachers as contained in the implementation guidelines PKG. Relationship enhancement professionalism of teachers to improve the competency of teachers with the implementation of PKG is very closely as a form of government efforts to improve the quality of teachers. The thought was built in this development, for more details on the following chart of thought frameworks in this study:

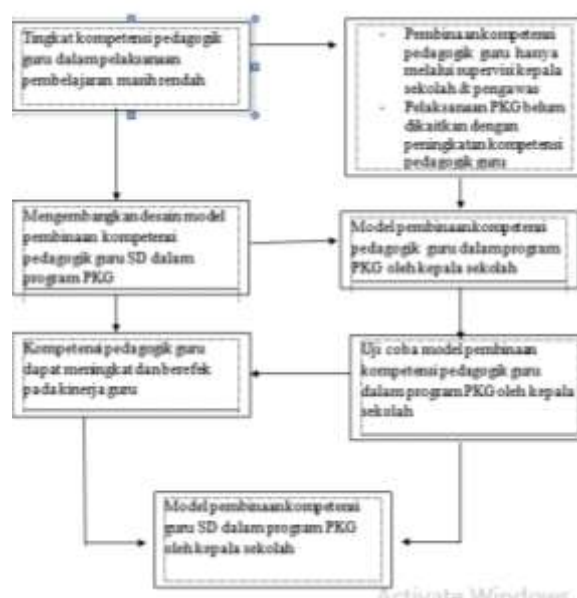


Fig. 1. Conceptual Framework

III. METHOD

This research uses a research and development approach aimed at obtaining a pedagogic competency coaching model for ELEMENTARY school teachers in PKG based learning by the principal. This research and development is conducted to analyze and examine the implementation of the pedagogic competency coaching teachers in the implementation of the learning conducted today on elementary school in the city of Solok. Then followed by designing a coaching model that is thought to be more suitable applied in providing coaching to teachers, especially in elementary school. Research and development is a kind of research that is widely used to solve problems Practical in the educational world.

Research and Development is a process used to develop and validate educational products. The steps of this process are usually referred to as the Research and Development cycle consisting of learning the research findings related to the products to be developed, developing products based on the field of testing in The settings where it will be used and finally revised to correct the deficiencies found in the proposed phase of the test.

Sugiyono suggests that development research is a method of research used for researching and producing new products and further testing the effectiveness of the products [5]Based on the understanding, the research and development steps are carried out gradually at every stage that will be carried out always referring to the results of the previous stage until a new model is finally obtained.

The first stage in this study conducted a thorough study of the pedagogic competence of the ELEMENTARY school teachers in the implementation of learning by the headmaster by using the techniques of data collection directly from the person in his natural environment (In this case the school environment). The results of this research are made basis in

designing and drafting a pedagogic competency coaching model of ELEMENTARY school teachers in the implementation of learning by the principal in PKG program.

The second stage in this research conducted the design of the pedagogic competency coaching model of ELEMENTARY school teachers in the implementation of learning by the principal in the PKG program departed from the data that has been obtained in the first phase. Models that have been developed will be validated by several educational experts practitioners, including discussed with the teacher, the principal of SD School in the city of Solok who will be the model teacher and the principal model

A. Analysis

1. Analyze pedagogic competence of elementary school teachers in the implementation of their duties as class teachers and constraints resulting in less development of pedagogic competence of teachers.
2. Analyzing the ability of the principal as a model implementation of pedagogic competence of ELEMENTARY school teachers in the implementation of learning based on the implementation of PKG so that it is more possible in carrying out coaching more effective.
3. To analyze the system that has been carried out by looking at the advantages and disadvantages that have been used. By knowing the advantages and disadvantages that have been used can be done repairs. The analysis is done to determine the design to be designed at the next stage.

B. Design

Before the training model of pedagogic competence of ELEMENTARY school teachers in the implementation of the study in PKG program was implemented in school by the principal who became the model of construction implementation, first will be done the design process as Following:

1. Determine the guidance of implementation of pedagogic competence of elementary school teachers in the implementation of learning.
2. Determining elements of pedagogic competence of elementary school teachers and indicators of achievement of each element of pedagogic competence of ELEMENTARY teachers in the implementation of learning.
3. Determine the strategy of implementation of the pedagogic competency coaching model of ELEMENTARY school teachers in the implementation of learning in PKG program by the principal.
4. Determine the principal and teacher of the SD model that will carry out the coaching according to the coaching model that has been compiled.

C. Development

Model development through:

1. Communicating and discussing the design that has been drafted to the headmaster to see the things that are still lacking and further perform them.
2. Communicating and discussing records of observations of both deficiencies or weaknesses and their effectiveness with the principal of the appointed model of the school conducting assessments and to engage them with educational experts for immediate Improvement (revision) or enhancements to be resumed at the implementation stage.

D. Implementation

1. To customize the design of the pedagogic competence of elementary school teachers in the implementation of the learning that has been compiled.
2. Implementing the results of improvement (revision) or improvement of the design of the pedagogic competency of the ELEMENTARY school teachers in the implementation of learning in PKG program by the principal that has been compiled.

E. Evaluation

Observing the process of training of pedagogic competence of ELEMENTARY school teachers in the implementation of learning based on PKG program by the principal under the control of school supervisor who is in progress in school in both the teacher, school principal, and The situation and condition that occurred by noting its lack or weakness and excellence. To know its effectiveness is done by seeing the results of the principal's assessment of pedagogic competence achievement of ELEMENTARY school teachers .

The subject of trials is set to see the validity, practicality and effectiveness of development of the pedagogic competency of the elementary school teachers in the implementation of learning in the program PKG. The target of this research is the teacher of Grade VI Elementary school Solok, amounting to 43 People, 40 people in state ELEMENTARY School and 3 private SD persons. The determination of the subject of the trials based on the distribution of areas in the city of Solok consisting of 2 sub-districts, then taken 1 samples from each sub-district. In addition, given the ability of researchers, time, energy, funds and the breadth of the territory, researchers set the subject of research trials in 2 schools namely SDIT IQRA ' for Lubuk Sikarah subdistrict and SDN 03 Kampung Jawa for Tanjung Harapan subdistrict.

Data types by source consist of two types: qualitative data and quantitative data.

1. Qualitative data is data that is sourced in direct observation and unstructured interview results of respondents consisting of ELEMENTARY and school teachers.

2. Quantitative data relates to the PKG program documentation used by the school principal and the number of ELEMENTARY school teachers, the value of teachers ' competence, as well as record records of teacher-owned principals.

The Data to be collected in this study are:

- a) Teacher needs of pedagogic competence coaching objectives Teachers
- b) Teacher's requirement of coaching material by the principal
- c) Techniques of pedagogic competence coaching that teachers expect
- d) Evaluation and further action of the results of the construction
- e) The principal's assessment of the teacher's duties
- f) Level of teacher understanding of pedagogic competence of teachers
- g) Implementation of PKG by the principal

IV. RESULTS AND DISCUSSION

In this section presented the development process according to the steps or phases conducted in the theory of ADDIE. The five phases are used in the development of the pedagogic teachers ' competency Coaching model (PKG) ELEMENTARY School by the principal in the Teacher Performance assessment process (PKG).

The ability of teachers on the component of the competency of pedagogic competence of teachers, most are at a moderate level with an average percentage of 58%.

Angket was disseminated in 43 respondents who joined the teachers Working Group (KKG) of Class VI Elementary School, Solok. From the poll, there is a description of the condition of the teachers need to PKPG along with the coaching materials, coaching methods and evaluation and the next action that the teacher expects.

The ability of teachers on the component of the competency of pedagogic competence of teachers, mostly at moderate level with an average percentage of 58% and 67% desperately needed against PKPG to be implemented and 65% of teachers need coaching material based on distribution Indicators. Of the eight indicators, there are two indicators that demonstrate the understanding of teachers who need to be built and six indicators of the skills or skills of the teacher in carrying out their duties .

Level of understanding of teachers about pedagogic competence is known by giving a 20-grain test about pedagogic competence. The problem on the test represents eight indicators. The results of the test were obtained an average value of 43. This suggests that in general teachers have not fully understood the concept and implementation of pedagogic competence.

From all indicators, after initial analysis is obtained conclusions about the needs of teachers against PKPG is

indispensable on improving teachers ' understanding of Education Insight or foundation (84%) and increased teacher understanding of learners (84%). And the need for training material that is needed is increased teachers ' ability in the implementation of educational and dialogical learning (70%) and improved teachers ' ability to evaluate learning outcomes (73%). While the techniques or methods that teachers expect in PKPG, an average of 68% approve it. This is in line with the school principal's observation that assesses the teacher's ability to perform its pedagogic competencies on the current level of the indicator.

TABLE I. INDICATOR OF PRIORITY PKPG ELEMENTARY SCHOOL BY THE PRINCIPLE

No.	Indikator	Persentase	kriteria
1	Peningkatan pemahaman guru tentang wawasan atau landasan kependidikan	84 %	Sangat butuh
2	Peningkatan pemahaman guru terhadap peserta didik	84 %	Sangat butuh
3	Peningkatan kemampuan guru dalam pelaksanaan pembelajaran yang mendidik dan dialogis	70 %	Sangat butuh
4	Peningkatan kemampuan guru dalam melakukan evaluasi hasil belajar	73 %	Sangat butuh

A. Design development of PKPG SD

This design stage contains the blueprint for the PKPG being designed. The design stages must be systematic and specific. Systematic means of logical orderly methods to identify, develop and evaluate a set of strategies planned and targeted to achieve the goals of the PKPG. Specific means any element of the PKPG design plan needs to be executed by paying attention to its details. As for the design that will be designed in this PKPG, formulated TNA consisting of the needs of coaching teachers and their materials, coaching techniques and evaluation and its action.

This design stage contains the blueprint for the PKPG being designed. The design stages must be systematic and specific. Systematic means of logical orderly methods to identify, develop and evaluate a set of strategies planned and targeted to achieve the goals of the PKPG. Specific means any element of the PKPG design plan needs to be executed by paying attention to its details. As for the design that will be designed in this PKPG, formulated TNA consisting of the needs of coaching teachers and their materials, coaching techniques and evaluation and its action. After the text edit has been completed, the paper is ready for the template. Duplicate the template file by using the Save As command, and use the naming convention prescribed by your conference for the name of your paper. In this newly created file, highlight all of the contents and import your prepared text file. You are now ready to style your paper; use the scroll down window on the left of the MS Word Formatting toolbar.

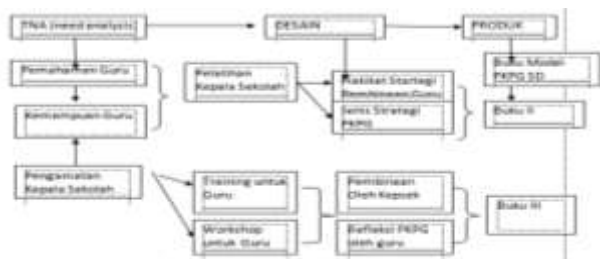


Fig. 2. Design Model PKPG

The design step is an important and major stage conducted by researchers to design research products in the form of three PKPG books for teachers. The formulation of PKPG components that have been presented above is realized in the form of research products designed namely:

1. The book Development Model of Pedagogic Competency Master (PKPG) ELEMENTARY School by the principal in PKG
2. The PKPG model book is the main book designed and became the general Manual for the implementation of the PKPG SD in PKG. The design of the book's content is made up of chapters. Chapter I Introduction, Chapter II the concept of pedagogic Competency Guru, chapter III Conceptual Model, chapter IV Monitoring and Evaluation of PKPG, chapter V cover
3. *PKPG's Strategy Handbook by the Principal*

In the design of this coaching strategy book is a special concern because the book is designed to be used in the process of coaching a pedagogic competency of teachers that are varied and measurable. In the design of a coaching strategy book designed with materials that are the activities of the school's daily principals in conducting coaching on teachers and coaching strategies based on the needs of teachers. The design of the book content consists of chapters. Chapter I Introduction, Chapter II the concept of coaching strategies, Chapter III Competency Coaching Strategies Pedagogic Teachers, chapter IV election strategies of pedagogic competency coaching teachers, and chapter V cover.

B. Teacher Handbook

The book is designed to be used by teachers in the process of accepting coaching. The book's content design consists of chapter I Introduction, Chapter II of the Pedagogic Competency coaching Guru, chapter III cover.

1. Construction Model

Building a coaching model should pay attention to the basic elements of the model. According to Joyce & Weil (2009), the basic element of building a model consists of five elements, namely (1) syntax, which is the operational steps of Coaching, (2) The social system, is the atmosphere and norms that apply in learning, (3) Principles of reaction, Namely describing how the contractor should look, treat and respond to teachers, (4) Support system, all means, materials, tools, or

learning environment that supports learning, and (5) instructional and murturant effects in the form of results Obtained directly based on the intended purpose (instructional effects) and the outside result set (murturant effects).

The following are presented construction model development of pedagogic competence coaching teachers of elementary School in PKG process:

Construction development Model of Pedagogic Competency Master (PKPG) ELEMENTARY School by the principal in PKG



Fig. 3. Construction Model PKPG

On the pedagogic competence coaching model of elementary school teachers, the synthesis created is used to guide the implementation of the teacher's coaching model . Here's the syntax of this model.

- a. Set goals based on teachers ' needs and school principal observation
- b. Determine the priority aspect to be built
- c. Determine the strategy that fits the objectives on the construction aspect indicators
- d. Facilitator conveys coaching concept
- e. Coaching participants conduct group discussions
- f. Facilitator and participant conducting in-depth discussions
- g. The principal controls the execution of teacher assignments using the Handbook
- h. Evaluation of PKPG regularly

Based on the observation guidelines that have been prepared, then obtained information that the implementation of PKPG by the principal in PKG in the forum KKG in good condition in the implementation of PKPG products. The implementation of PKPG that has been done in the KKG is the material presentation and discussion activities, doing the task if the product is designed to be done according to the allocation of available time. The results of the observation were held by the picture that 86.7% of principals always do PKPG in school.

Data shows the implementation of PKPG values in schools in a good category of 86.7%. Schools with a medium category of 70.3%, trainees always implement the values of PKPG and are in the ordinary category. Furthermore, in schools with less

than 77.6% of the trainees always implement the valuations in PKPG. According to the program assessment that implementation of PKPG is in sufficient category.

Based on the above data, it was revealed that the trainees in PKPG obtained better grades than the principals that were not given the PKPG program. The comprehensive PKPG has higher competency mastery than the headmaster. The implementation of the PKPG product is very dependent on the seriousness of the school principal as a participant in understanding pedagogic competence and teaching materials in PKPG products. The Data described and based on the observation results and interviews conducted by researchers that the implementation of the designed program is already quite effective.

The results of the implementation is mentioned that the trainees who have been continuously in carrying out PKPG already more than 50%, this means that the implementation of the PKPG is already part of the school head routine. The results of the principal interview that the PKPG activity in KKG has been their concern.

For the effectiveness of the implementation of PKPG products in the KKG is also very dependent on the support of motivation and facilities available at the school [6] One of the most important things is how PKPG is done by integrating the knowledge and skills of the headmaster so that in the performance of the task of fostering teachers, has a complete competence of the results of PKPG that allows PKPG can Well done.

Furthermore, no less important is the process of reflection done after the PKPG training session was implemented. The reflection According to Koesoema (2011) is the ability of individuals and communities to discover the meaning and value of each PKPG program that has been implemented. If the evaluation is related to how the program is conducted, reflections lead to the development of individual intrapersonal capabilities in internalize and understand their experience in practicing value

V. CONCLUSIONS, IMPLICATIONS AND SUGGESTIONS

A. Conclusions

Based on the results of the research in the development of PKPG model by the school principal can be concluded as follows:

1. The development of pedagogic competence of ELEMENTARY school teachers in Solok City West Sumatera Province has been carried out through the supervision program of the principal. However, there are some important aspects that need to get the principal's attention to be built intensively. In connection with that, it is necessary to increase the competence of the principal in conducting development, especially for developing PKPG model for the achievement of pedagogic competence of teachers as required in the Teacher Performance assessment (PKG). It is approved and expected by stakeholders.

2. Based on need analysis is known that the need for efforts to develop a pedagogic competency coaching model teachers to meet the indicators in PKG

B. Implications

With the declared product model PKPG as a valid model, practical by the validator and proven effective through trials, the PKPG model has been implemented in the process of construction of pedagogic competence of ELEMENTARY teachers in Solok and other elementary schools. The principals have had one more model of Treasury that can be applied in teacher coaching in addition to other models to improve the pedagogic competence of teachers.

The PKPG model is considered to be better than the conventional model that has been done by the principal. The PKPG Model has the specificity with the implementation of the advanced mentoring in each school with the coaching system after the training is carried out.

The PKPG Model adopts part of a coaching clinic coaching strategy based on the understanding of the teachers built. The principal as a coach is considered as a person who has mastered the concept of pedagogic competence and is able to direct the teachers to improve their skills in teaching. While the teacher as Coachee is a person who already understands and has been carrying out elements of pedagogic competence but not optimally. In this case the headmaster explores the potential of existing teachers and directs continuously so that the teacher will exercise their competence to achieve success.

The PKPG Model emphasizes process assessment and results simultaneously. Each teacher's effort to increase its competence is appreciated and awarded by the principal. The assessment of the teachers not only based on the final result of the construction of value in PKG but also the active, involvement and participation of teachers in the coaching process. This is possible by the existence of a teacher coaching journal that records things that take place in the coaching process.

The PKPG Model builds a teacher's awareness to look into her (reflection). Conducting an instropection of what has been done during the exercise of his duties as a teacher, whether he has actually issued his whole potential in educating and teaching. Teachers need to affirm to themselves to do their best in carrying out their duties.

C. Suggestuions

With the existence of a model PKPG development research results, then the advice that can be asked about the utilization of this model is to the following parties:

1. The principal as a school leader who is responsible for coaching teachers is expected to add the PKPG model as the Treasure of teachers ' coaching model to help the headmaster perform his duties as supervisor.
2. The school supervisor as the head coach is expected to encourage the implementation of the PKPG model by facilitating socialization through MKKS and KKG while enhancing the shortcomings that still exist.
3. Solok City Education Office is expected to support the use of model PKPG and facilitate the socialization of its

application in the SD environment in the city Solok through its policies so that there is an increase in the pedagogic competence of teachers who affect the An authentic PKG value that ultimately results in a learning process that corresponds to the indicator in PKG.

4. Other researchers are expected to conduct advanced research or conduct trials in a wider scope so that it can be seen with more real effectiveness of Modek PKPG

References

- [1] B. Dale s, *Personnel, the management of people at work*. New York: Macmillan Publisshing Co., Inc, 1995.
- [2] D. Johnson, *Leading the Cooperation School. Edina MN Interaction Book Company*, Edina MN I. 1979.
- [3] N. Sudjana, *Supervisi Akademik, Membina Profesionalisme Guru*. Jakarta: LPP Binamitra, 2008.
- [4] G. Jovita Ross-Gordon and S. Gordon, *Supervision and Instruction Administration leadership*. New York: Pearson Education.Inc, 2007.
- [5] Sugiyono, *Metode Penelitian Pendidikan, Pendekatan Kuantitatif, Kulitatif dan R&D*. Bandung: Alfabeta, 2010.
- [6] R. Rusdinal and H. Afriansyah, “Create Class Climate Effectively in Kindergarten,” 2018.