

Teacher's Pedagogic Competency: Implementation of 2013 Curriculum through a Sustainable Academic Supervision

Lusy Tunik Muharlisiani
Universitas Wijaya Kusuma, Surabaya
lusytm_fbs@uwks.ac.id

Siti Bariroh
Universitas Gresik

Etiyasningsih
Universitas Gresik

Sri Sundari
Universitas Gresik

Adrijanti
Universitas Gresik

Susetyorini
Universitas Gresik

Umi Elan
Universitas Gresik

Dini Kusumaningrum
Universitas Gresik

Nur Farida
Universitas Gresik

Dwi Inggawati Rahayu
Universitas Gresik

***Abstract.* The 2013 Curriculum requires teachers to carry out integrative thematic-based learning and science-based learning approaches. Teacher's pedagogic competency takes priority because it is related to curriculum development, learning processes, and understanding students. Teachers can use character education spontaneously in each teaching and learning process, and students can fulfill competencies. The academic supervisions, supported by principals who are professionally conducted and directed to the right targets, are performance, aspects of personality, work environment, and a sense of teacher's responsibility. Thus, the principal is able to realize his function in a process of improving teacher's quality through activities that emphasize self-achievement, growth, and development. The purpose of this study is to describe and analyze the teacher's pedagogical competency in curriculum implementation through supported academic supervision. The research method is descriptive qualitative transferring 100 teachers. The data were collected and analyzed from the academic supervision instruments carried out by the principal. The result of this study showed that the teacher's pedagogical competence and academic supervision are carried out together so that the improvement of teacher performance will be good to improve the implementation of the 2013 curriculum.**

***Keywords:* curriculum 2013, pedagogic competency, academic supervision.**

INTRODUCTION

In the 2013 Curriculum, teachers are required to conduct science-based learning and integrative science approaches. Teacher's pedagogic competency is needed

because this competency is related to curriculum development and learning process in the classroom. In addition to pedagogic competency, teachers are required to understand the characteristics of students so that teachers can apply character education spontaneously in each learning process, and their students can fulfill attitude competency. They are also expected to be able to manage other components as a system, so it can perform optimally. Various efforts to improve teacher's quality continue to be carried out by the government. One of them, through intensive academic supervision activities, is to determine the qualifications of each teacher as professionals who can support the success of achieving educational goals [1] – [3].

As a supervisor, the principal is expected to be able to act as a consultant and a facilitator who understands the needs of the teacher, and provides alternative solutions. Besides, the principal is also expected to motivate teachers to be more creative and innovative through academic supervision that is carried out professionally and sustainably [4].

The purpose of this research is to describe and analyze teacher's pedagogical competence in the implementation of the 2013 curriculum through ongoing academic supervision schools in Indonesia. Academic supervision is a series of activities to help teachers develop their ability to manage the learning process to achieve learning goals, as well the teacher's performance assessment in managing learning [5], [6]. Practical reflection on the assessment of teacher's performance in academic supervision is to find out the real conditions of the teacher's performance to answer questions. Based on the answers of the questions, it will obtain information about the ability of teachers to manage learning. Evaluating teacher's performance does not represent the complete implementation of academic supervision, so there must be a follow-up to make an academic

supervision program and implement it properly [7], [8].

METHOD

This study used a qualitative research method, based on the philosophy of post positivism, to examine the condition of natural objects. The writers were key instruments and they used the triangulated (combined) technique to collect data. The data analysis is inductive or qualitative. This study emphasizes more on meaning than generalization. Qualitative research methods were used to obtain deep meaningful data so that the research objectives can be achieved. The data were obtained using research instruments of school principal's supervision documents, interview guidelines, and documentation.

The data source is the principal's supervision document and the results of the teacher's interview. The initial meeting, also called a pre-observation conference or planning conference, is intended to allow school supervisors and teachers to mutually develop the implementation of a school/class observation framework. Teachers to be supervised prepare RPPs, and school supervisors learn and understand the learning objectives to be achieved [9], [10]. The supervisors establish the time and place to monitor the learning process, and determine which aspects will be observed and how to observe them.

The method of data analysis in this study uses analysis method. Miles and Huberman Model field [11], [12] suggests that activities in qualitative data analysis are carried out interactively and take place continuously and completely. The activities carried out in the data analysis were data classification, data presentation, and data verification. The data collected and analyzed previously were from questionnaires, interviews, and documentations from elementary teachers. Data of interviews were classified by grouping the answers of respondents who were considered the same. The results of the questionnaire data show that the answers to each item were scored on each alternative answer. Alternative SS answer (very often) got a score of 4, S (often) got a score of 3, K (sometimes) got a score of 2, and TP (never) got a score of 1. The results of questionnaire data were analyzed by summing the answer scores, and then calculated in percentage form (Ali 1993) through the following formula.

Score teacher pedagogical competence Class = $(n / N) \times 100\%$.

Note:

n = Number of scores obtained

N = Maximum score

The score results are interpreted in the following table.

Table 1. Criteria: Teacher's Pedagogical Competency in classroom is based on scores in %

Interval Score	Criteria
76 % - 100 %	Very Good
51 % - 75 %	Good
26 % - 50 %	Rather Good
1 % - 25 %	Not Good

RESULT

The teachers will understand, master, develop, organize, use, facilitate, communicate, organize, use the result, perform all aspect and the results of the study showed the fulfillment of the first indicator of class 85%, 80%, 84%, 88%, 78%, 82%, 74%, 85%, 86%, 70%.

The assessment of teacher's performance in managing the learning process to estimate the quality of teacher's performance in managing the learning process is an integral part of a series of academic supervision activities. (8). The results of the study found that academic supervision activities were directed to improve the quality of education inputs, processes, and outcomes in each school in the short term. The supporting instruments for Academic Supervision are in the form of learning instruments, observation of administrative documents, learning implementation plans, observation instruments, and learning instruments in class. These instruments are also very helpful for school principals to conduct an academic supervision. Administrative document observation instrument learning process includes examining 13 important documents used by the teacher in the learning process. All of these documents are considered as good, sufficient or inadequate value [3], [13], [14].

Table 2. Teacher Pedagogical Competence

Items/Aspects	Target of Teacher's Pedagogic Competency
1. Understanding characteristics: physical, moral, spiritual, social, cultural, emotional, and intellectual.	85%
2. Mastering learning theory and educational learning principles.	80%
3. Developing curriculum related to scheduled thematic materials.	84%
4. Organizing educational learning.	88%
5. Using information and communication technology for learning.	78%
6. Facilitating the development of potential students to actualize their various potentials.	82%
7. Communicating effectively, empathically, and politely with students.	74%
8. Organizing assessment and evaluation of learning outcomes.	85%
9. Using the results of assessment and evaluation for the benefit of learning.	86%
10. Performing reflective actions to improve the quality of learning.	70%

DISCUSSION

The first pedagogic competency that must be mastered by the teacher is to understand the characteristics of students and the principles of student development in order to actualize the potential of students. The teachers are considered to have understood the characteristics of their students, as can be seen in the results of this study. Understanding of student's characteristics is important because it is related to student's development which includes physical, moral, spiritual, cultural, emotional, and intellectual aspects. By knowing the characteristics of students, the teacher can find solutions when learning problems occur. In addition, by understanding the characteristics of each student, the teacher can determine the appropriate approach applied to students.

The fulfillment of pedagogical competency indicators, namely mastery of learning theory and the principle of good teaching and learning, is very much in accordance with the demands of the 2013 Curriculum. This curriculum focuses on both the learning process and learning outcomes. The 2013 Curriculum emphasizes the scientific approach or scientific approach so that the teacher can maximally apply the approach. The teacher also has to understand of the approach [4], [8], [11], [14], [15].

Communication skills are very important to support the learning process. Meanwhile, the minimum competency of a new teacher is mostly in mastering teaching skills, such as opening and closing lessons, asking questions, giving reinforcement, and making various teaching activities. If a teacher has good communication skills of both inside and outside teaching process, students will easily grasp the materials given. The 2013 Curriculum assessment was conducted by combining three aspects: knowledge, skills, and attitudes. Teachers are required to evaluate the process based on the results of cognitive, affective, and psychomotor tests.

The teachers must improve their own attitude in teaching [4], [15], [16]. Some teacher's attitudes that are important in the context of learning recently are: a) practicing more learning orientation, b) relying on students to obtain experience, c) teacher's teaching creativity must be wider, d) simplifying subject matter, and e) interesting and fun learning methods. Apart of all the ideal conditions above, one of the ways to improve teacher's competency is improving the quality of academic supervision by the principal. The quality of academic supervision also depends on the quality of the principal in carrying out the ongoing academic supervision.

CONCLUSION

The teacher's pedagogic competency through continuing academic supervision by the principal has fulfilled 10 indicators. The results of the study met the "Very Good" criterion with an interval score of 76% - 100%. It shows that the teacher's performance qualifies better achievement in implementing 2013 Curriculum, so it is particularly more trusted by the public and by the education agency.

REFERENCES

- [1] L.T. Muharlisiani, Watermelon Classification Using K-Nearest Neighbours Based on First Order Statistics Extraction. 1st International Conference on Advance and Scientific Innovation (ICASI) IOP Publishing IOP Conf. Series: Journal of Physics: Conf. Series 1175 (2019) 012114 doi:10.1088/1742-6596/1175/1/012114, 2019.
- [2] N. H., Usman; E.R., *Strategi Kepemimpinan Pembelajaran Menyongsong Implementasi Kurikulum 2013*. 2013.
- [3] H. Sukrisno, L.T. Muharlisiani and D. Chamidah. Development of Lecturer Capacity in Higher Education: Solution Reduces Burn Out by Design E-Tri-Angle. IOP Conference Series: Materials Science and Engineering 434 (1), 012161, 2018
- [4] H. H., *Informasi Kurikulum 2013*. 2013.
- [5] Lusy Tunik Muharlisiani, Heni Sukrisno, Fatkul Anam; Dina Chamidah; Endrayana. Revised: March 2018; Accepted: 2 March 2018. Softskill Learning: Character Building on Ethical Values and Performance. DOI: <http://dx.doi.org/10.31580/jmi.v5i1.79>, 2018
- [6] Nasution S, *Asas-Asas Kurikulum. Edisi Kedua*. 2008.
- [7] Endang Noerhartati; Lusy Tunik Muharlisiani; Dewie Tri Wijayati, Yatim Riyanto, Toho Cholik Mutohir; Soedjarwo, Warih Handyaningrum, Moedjito; Abdul Talib Bin Bon Proceedings of the International Conference on Industrial Engineering and Operations Management (IEOM) Bangkok, Thailand, March 5-7, 2019; ISBN: 978-1-5323-5948-4 ISSN: 2169-8767; ID. 842. Sorghum-Based Alternative Food Industry: Entrepreneurship High Education. <http://ieomsociety.org/ieom2019/proceedings/>.
- [8] F. F, "Implementasi Kurikulum Tingkat Satuan Pendidikan (Struktur dan Kendalanya) Tadrís 2," 2007.
- [9] S. A. Quiroz, "School Leaders: Supervision for Effective Instruction," 2015.
- [10] Sukmadinata NS, *Pengembangan Kurikulum Teori dan Praktek*. 2009.
- [11] Lusy Tunik Muharlisiani, Henny Sukrisno dll. Arrangement of Archives of Cloud Computing Based and Utilization of Microsoft Access. Available online at: prosiding.relawanjurnal.id/index.php/comdev Proceeding of Community Development. Volume 1 (2017): 198-204; DOI: <https://doi.org/10.30874/comdev.2017.26>
- [12] Lusy Tunik Muharlisiani, Nuning Kurniasih, Lilik Istiqomah, Rizka Safriyani, Nuskhani Abid,
- [13] Kusnandar, *Guru Profesional Implementasi Kurikulum Tingkat Satuan Pendidikan (KTSP) dan Persiapan Menghadapi Sertifikasi Guru*. 2008.
- [14] Dakir, *Perencanaan dan Pengembangan Kurikulum*. 2004.
- [15] Lilik Istiqomah, Lusy Tunik Muharlisiani, dll. Project-based Learning in Subtitling Field: A Description of A Learning Experience. Journal of Physics: Conference Series 1114, conference 1, 012036, 2018
- [16] Hamalik O, *Manajemen Pengembangan Kurikulum*. 2008.