

Lampung Teaching Program in Developing Pedagogic Competency Teachers

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Abstract-This research is motivated by the researcher concern about the education competence of teacher that has not been maximized in improving the quality of national education. This study aims to describe the effects of Lampung Teaching in developing pedagogic competencies in the Citizenship Education teachers. The method used in this study is a description using a qualitative approach. Data collection techniques carried out were interviews, observation, documentation, and literature review. The result of this research indicates that Lampung Teaching develops pedagogical competencies of Citizenship Education teachers by implementing Education and Training (Catin) programs and giving motivation.

Keywords: *Lampung Teaching, pedagogic competence, civics education teachers*

I. INTRODUCTION

Human resources are the main focus in the progress of a nation. To advance a nation, preparation is needed in the development of human resources which is balanced with equitable and quality development. The government must be serious and focus on development, especially education, because education has a very important role in developing human resources. As revealed by Schultz [1] that education is a form of human resource development for a long period of time. It is in accordance with the fourth paragraph in the opening of the 1945 Constitution of the Republic of Indonesia, namely "Then to form an Indonesian State Government that protects the entire Indonesian nation and the whole of Indonesia 's bloodshed and for advancing public welfare, educating the nation' s life and participating in carrying out world order based on independence, eternal peace and social justice, the Indonesian Independence was formulated in a Basic Law The Indonesian state is formed in a state structure of the Republic of Indonesia that has the sovereignty of the people based on the Almighty Godhead, just and civilized Humanity, Indonesian Unity, and Popularity which is led by wisdom in Consultation/ Representation, and a by creating social justice for all Indonesian people".

The importance of education as a means of improving quality and quality human resources so that they can compete with other countries. The reality is that development is still underdeveloped, as evidenced in the Indonesian Education Development Index in 2011 getting a score of 0.947 [17]. This shows that the development of education in Indonesia is still in a state of stagnation, there has been no increase. Whereas the budget for education is based on article 31 paragraph 4 of the 1945 Constitution of the Republic of Indonesia which states

"The state prioritizes the education budget of at least twenty percent of the state budget and expenditure as well as from the regional income and expenditure budget to fulfill the implementation of national education"

In overcoming these problems Local Governments, especially Lampung, made a program namely Lampung Mengajar. Lampung Mengajar is an activity to procure the best scholars from various disciplines who will be educated and trained intensively in advance, so that it is considered feasible to carry out teacher professional assignments to then serve as teaching staff in remote / underdeveloped areas or areas that are topographically including difficult to reach in province of Lampung [5].

The Lampung Mengajar Program is a flagship program which is one of the programs of the Governor of Lampung Province Ridho Ficardo, one of which aims to overcome the lack of qualified teachers. Based on information obtained that the Lampung Teaching Program is a program in which participants are selected according to their educational qualifications and are the best scholars who will be educated or trained for 30 days in developing knowledge and skills that include competencies, learning tools, curriculum, learning models, approaches, strategies, learning implementation plan, assessment of senior high school learning, syllabus and remedial learning and enrichment.

The teacher is the main character in the teaching and learning process, because the teacher must have the ability in the learning process both starting from the curriculum, learning model, and infrastructure suggestions [12]. The teacher must understand how the quality and quality learning process in achieving the educational goals to be achieved. This ability is called pedagogic competence, pedagogical competence is a distinctive competency of the teaching profession. Competency is used in streamlining the learning process in the classroom so that the teacher can maximize the ability between teacher qualifications and teacher professional education so that it can provide interactive, motivating and enjoyable learning.

These competencies are not easily obtained, because they have to take the level of teacher education, namely bachelor degree with one year of professional teacher education [2]. To get these competencies one must have talent, interest, commitment and soul calling. This shows the importance of a teacher having an educational qualification in accordance with his field of ability so that

he can optimize his abilities in the learning process activities.

Seeing the concept of pedagogical competence above shows that the ability of teachers to integrate their teacher education qualifications in the learning process includes mastery of material, methods, strategies and evaluation in learning. This ability can provide ease of learning to students so that they can learn in an atmosphere that is fun, joyful, full of enthusiasm, not anxious, and dare to express their opinions.

Pedagogic competence has a very important role in managing learning in the classroom so that it needs to get serious attention. This is ironic, because based on UNESCO data in the 2016 Global Education Monitoring (GEM) report, education in Indonesia is only ranked 10th out of 14 developing countries. The most important component in education is the 14th teacher from 14 developing countries in the world [4].

While, another problems in the learning process is that learning is still centered on teacher domination, so the principle of "student-centered" is still not well implemented and the learning methods used by teachers are still conventional, namely lectures. This condition results in less effective learning produced in the learning process [14].

This shows that pedagogic competence is an ability that must be possessed by a teacher in carrying out his duties, because the low quality of teachers is one of the problems in the world of education.

Based on the description above, it can be understood that the teacher is the main actor in building education. Quality and quality education will not be separated from the ability of a teacher so that in carrying out its duties the teacher needs to be equipped with pedagogical competencies. Teacher's pedagogic competence is not only planning, implementing and evaluating learning but teachers must be able to instill character values that are in accordance with Core Competencies (spiritual and social) in the 2013 curriculum.

Learning does not only emphasize aspects of knowledge but must also build the character of students who has a smart and noble personality that is part of learning Citizenship Education. Citizenship Education is one of the lessons that must be contained in the education curriculum. The need for teachers who have competence in studying Citizenship Education because Citizenship Education has a central position and position especially in developing spiritual and social attitudes. Good learning can provide knowledge, attitudes and skills needed by students so that it can lead to good citizens. Good citizens are citizens who understand their rights and obligations as individuals and can create a sense of responsibility in accordance with the law and morals [19].

Citizenship Education is a compulsory subject that aims to develop good citizen attributes that can lead to civic intelligence and civic participation and civic responsibility based on Pancasila [20]. As in article 37 paragraph 1 of

Law No. 20 of 2003 affirmed that the primary and secondary education curriculum must contain: religious education, civic education, language, mathematics, natural sciences, social sciences, arts and culture, physical education and sports, skills / vocational, and local content. Citizenship Education should be taught by a competent teacher so that the goals of Citizenship Education are achieved.

Thus the Citizenship Education Teacher who is said to be competent is a Citizenship Education teacher who can integrate his teacher education qualifications in the learning process, but also must be able to combine knowledge and values so that students will have knowledge, attitudes, and skills. This becomes very important because the Citizenship Education teachers who often occur in the field in the learning process only focus on the cognitive aspects and the still large dominance of the teacher resulting in less active learning between students and teachers causing the learning process to be less meaningful.

II. THEORETICAL REVIEW

1.1. Pedagogic Competence

Based on Article 3 paragraph 1 of the Government Regulation of the Republic of Indonesia No. 74 of 2008 concerning Teachers referred to as competence is "A set of knowledge, skills, and behaviors that must be possessed, internalized, mastered, and actualized by the teacher in implementing professionalism requirements". Correspondingly, competency is a combination of personal, scientific, technological, social, and spiritual abilities which in a whole form the competency standards of the teaching profession, which includes mastery of material, understanding of students, educational learning, personal development and professionalism [10]. Competency refers to the ability or expertise of the teacher in carrying out tasks that are in accordance with the educational field, so that the competency can be combined with the ability between the qualifications and competencies possessed in the learning process in the classroom in an educational level.

Operationally, pedagogic competence is the ability of teachers to manage to learn in the classroom which includes understanding insights or educational foundations, curriculum development, utilizing learning and evaluation technology [9]. As explained in article 1 paragraph 3 Government Regulation No. 74 of 2008 concerning Teachers that pedagogic competence is the ability of teachers in the management of learning of students which at least includes: understanding of insight or educational foundation, understanding of students, developing curriculum or syllabus, planning learning, implementing learning that is educational and dialogic, use of technology learning, evaluation of learning outcomes, and development of students to actualize the various potentials they have.

The concept expressed by Ki Hajar Dewantara that education is ideal for children is education that is free does

not force and gives space to students so that they can release the potential of the students [8]. Ki Hajar Dewantara also formed an educational concept that was in accordance with Indonesian education, namely *Ing Ngarsa Sung Tuladha, Ing Madya Mangun Karsa, and Tut Wuri Handayani*. In the three concepts, a teacher is in the front, meaning being able to set an example, being in the middle of his meaning to build motivation, enthusiasm, and foster ideas so that students can produce and work, the latter being behind means a teacher always supports, encourages, and support students to work [8].

Furthermore, Ki Hajar Dewantara also revealed that the method that fits the Indonesian personality pedagogically are *Momong, Among, and Ngemong*. *Among* teaching means students become independent human beings in their mind, mind, and energy. In this case, it shows that the teacher in learning does not use coercive methods, but the teacher as a facilitator means that the teacher helps students when students experience problems in terms of understanding things so that students are given confidence so that students become responsible individuals with their tasks [8].

Thus, pedagogical competence is an effort made by the teacher in making a design, implementing and evaluating that part is a process that is formed in such a way that it can create a quality learning process for students. The learning process requires professionalism of teachers in the competencies in the field of education that he mastered, so as to optimize the competence of the teacher in the application of quality learning processes in the class.

1.2. Civic education

Civic Education is a subject that focuses on forming citizens who understand are able to practice their rights and obligations to become intelligent, skilled, and characteristic Indonesian citizens mandated by Pancasila and the 1945 Constitutio [20]. In line with this, in the general objective of Citizenship Education is to form a good citizen. Sumantri (in Wahab & Sapriya, 2011) further describes that good citizens are patriotic, tolerant, loyal citizens of the nation and state, religion, democracy and true Pancasila.

Citizenship Education is an important subject taught to students so that they can prepare to become intelligent citizens and both in civic knowledge, civic position, and civic skills [16]. The copy in Law No. 2 of 1989 concerning the National Education System explains that "Citizenship Education is an effort to equip students with basic knowledge and abilities regarding relations between citizens of the state and the state and the State Defense Preliminary Education (PPBN) to become the color of the country reliable by the nation and the Unitary State of the Republic of Indonesia".

Pedagogically, Citizenship Education is designed as a learning program in developing good citizens. In line with the above opinion according to [15] explained that Citizenship Education is intended so that citizens have an insight into the state's awareness to defend the country and

have a mindset, attitude pattern, and behavior as a pattern of action that loves the country based on Pancasila.

Related to Citizenship Education and Lampung Teaching that the Purpose of Lampung Teaching is empowering the potential of the community to actively participate in the development of education in Lampung Province. The purpose of Lampung Teaching is, among others:

1. Minimizing the disparity in education quality services between urban areas and remote/ underdeveloped areas, or areas that are difficult to reach
2. Overcoming the lack of qualified teachers
3. Encouraging changes in community behavior towards a better way of continuing, and
4. Developing social education activities towards advanced and prosperous Lampung. (<http://www.disdikbud.lampungprov.go.id>)

Lampung Teaching's goals in Citizenship Education, which is seen in points number 2, 3 and 4 where Citizenship Education develops students' competencies in three competency domains, namely civic knowledge, civic disposition, and civic skills. This means that how students are developed both in the realm of knowledge, attitudes and skills will be good citizens. As expressed by Somantri [19] that Citizenship Education has the purpose of covering 1) science that includes concepts, facts and generalizations, 2) intellectual skills, from simple skills to complex skills, from investigating to conclusions, 3) attitudes, including values, sensitivity, and feelings and 4) social skills.

Based on the concept above shows that Citizenship Education has the same goal as the Lampung Mengajar Program, because Citizenship Education leads to the formation of good citizens, this is supported by the existence of quality and quality teachers, better changes in student behavior and building social movements. It will be sensitive to the values contained in the community, a good attitude, and the ability of students to interact with the community in accordance with the conditions of society. As what is expressed by [15] that Citizenship Education is intended to shape citizens who have a state of consciousness in terms of defending the country and have a mindset, pattern of attitude, and behavior as a pattern of actions that love the country based on Pancasila.

Thus Citizenship Education is a central subject especially in the realm of giving a mindset and attitude pattern so that it can implement its rights and obligations both legally and morally. Citizenship Education also has an involvement in forming citizens who have an active role in providing awareness for citizens to play an active role in society.

III. RESEARCH METHODS

The method used in this study is descriptive with a qualitative approach. explains that qualitative research is used in natural research conditions, meaning that researchers are the key instruments of the research. This study focuses on describing how the impact of the Lampung Teaching Program in developing teacher

pedagogical competencies. This research was conducted at the Lampung Province Education and Culture Office. Research in data collection using observation, interviews, documentation and literature.

IV. RESULTS AND DISCUSSION

Implementation of Lampung Teaching for the development of the competency of Citizenship Education teachers, it is known that the teacher shows competence in aspects of learning management well. This is inseparable from the emergence of educational and training activities in the Lampung Mengajar program that make a positive contribution. Related to the training, training has a significant influence on teacher effectiveness to gain new knowledge, skills, attitudes that change behavior, which ultimately increases student achievement [11]. As revealed by [21] said that successful training is training that can provide added value to the knowledge, attitudes and skills of participants. Before the teacher plunges into the place of placement so that a training or training activity is carried out as a provision for the teacher to overcome the problems that exist in learning. The training effort to develop teacher competencies can optimize the ability of teachers in the learning process such as methods, strategies, and accuracy of teacher assessment of students.

The description above explains that pedagogic competence is the basic capital for a teacher in producing quality and quality learning. As according to the objectives of Lampung Teaching activities, namely: 1). Minimizing disparity in education quality services between urban areas with remote / underdeveloped areas or difficult-to-reach areas, 2) overcoming quality teacher shortages (<http://www.disdikbud.lampungprov.go.id>). Education and training are provided to help teachers overcome problems that arise during the learning process [13].

The education and training provided by the Lampung Mengajar program uses a development pattern that proposes collaborative teaching or collaboration between interpreters and groups. This theme is in line with the pattern of collaborative development aimed at training teachers to communicate well and openly, improving the learning process carried out to change the behavior, attitudes and speech of the teacher in the learning process [9]. This pattern of development provides space for teachers to be creative and interact in developing their pedagogical competencies. The development obtained can provide learning that does not force and provide space for students so that they can issue their potential [7]

The development of pedagogic competencies felt after participating in education and training in the Lampung Teaching program in this study from changes in attitudes, readiness, and improvement of teachers in designing learning in the classroom. As [9] stated that mastery of pedagogical competencies related to the competencies that must be possessed by a teacher is the ability to manage learning, understanding students, planning learning, implementing learning that is educational and dialogical, using technology, evaluating learning and development of students. This shows with the findings of researchers in the

field that the core components in pedagogic competence are student understanding, preparation of learning tools (ie learning implementation plan, syllabus, curriculum, approaches, strategies, learning models, learning methods, learning media), increased self-confidence and mental readiness in the teacher, development of teaching materials, and item analysis.

This shows that what has been given by the Lampung Teaching Program on training activities fulfills in providing knowledge to teachers so that it is capable of developing pedagogical competencies of teachers [3]. The teacher as a learning agent who shows hope, meaning that the teacher is the first party who is most responsible in the learning process so that he can provide knowledge, attitudes and skills to students [6]. Pedagogical competencies that must be developed in accordance with the Teacher Pedagogical Competency Standards based on National Education Ministerial Regulation No. 16 of 2007 concerning pedagogic competency standards for subjects in primary school, junior high school, senior high school, namely: mastering the characteristics of students, mastering learning theories and principles of learning that educate, develop curriculum related to fields the development that is carried out, organizes educational learning, utilizes information and communication technology for the benefit of learning, facilitates the development of potential students to actualize various potentials possessed, communicates effectively, empathically and politely with students, organizes assessments and evaluates learning processes and outcomes. utilize the results of the assessment and evaluation for the benefit of learning, and take reflective action to improve the quality of learning.

Based on the description above, it can be concluded that the implementation of education and training activities in the Lampung Teaching program can be said to be able to develop pedagogical competencies in the Citizenship Education teacher. Success in developing teacher pedagogical competencies through education and training activities in general from the results of research data in the field. This is with the results of research that researchers have done namely 1) mastering the characteristics of students because the teacher is able to understand the characteristics of students so that the teacher is able to choose what strategies to use in learning, 2) master learning theory and principles of learning, with mastery learning theory and teacher learning principles are capable of managing in the management of learning in class that will impact on the application of learning in a positive class, 3) developing the curriculum means that a teacher must be able to understand curriculum principles after which the teacher must be more detailed and operational in learning (syllabus and learning implementation plan), 4) organizing educational learning means that in the learning process there must be involvement between students and teachers so as to produce learning processes that move from the student environment that are related to trends, existential and concrete, 5) benefit Information and communication technology for learning purposes means that the

development of technology in the 21st century is quickly accompanied by the teacher's ability to manage information from technology that can be used in improving the learning process in class. 6) facilitating the development of potential students to actualize various potentials that means that the teacher must provide competencies that must be possessed by students in order to actualize the potential possessed by various activities in schools such as extracurricular, enrichment and counseling, 7) communicate effectively, empathically, and politely with students, that how a teacher in communicating must be effective and Typical means that students understand what is desired by a teacher in the communication, 8) organize the assessment and evaluation of learning processes and outcomes, meaning how the teacher understands the principles of assessment carried out with how to see the goals to be achieved with the process and results provided by students so that after that an evaluation in the process and results of learning is carried out, 9). Utilizing the results of assessment and evaluation for the purpose of learning means how the results of evaluation and evaluation are used as a reflection material in the future implementation of learning and is a form of improving the quality of learning, 10) implementing reflexive actions to improve the quality of learning for the future and develop the subjects that it provides.

Thus the impact given by Lampung Teaching to teachers is increasing pedagogical competence. Pedagogical competency development is carried out in education and training activities where teachers are given materials that deepen pedagogical competencies such as the introduction of students, learning models, learning methods, curriculum development, strategies, approaches, preparation of teaching materials, media based on technological development, pedagogical competence, graduate competence standard, Process Standards, Standard content, learning implementation plan, syllabus, remedial learning, enrichment and classroom management. This shows that Lampung Teaching provides knowledge and understanding of the pedagogical competence of teachers in developing teacher pedagogical competencies so as to have an impact on the teaching and learning process that is more effective, dialogical and enjoyable.

V. CONCLUSION

Education and training given to young instructors aims to improve teacher competence both in the learning process and adaptation to the environment so that it can be useful in carrying out assignments in the assignment, minimize disparities in education quality services in the farthest regions, and encourage behavior change and build social movements for towards Lampung forward and prosperous.

The Purpose of Lampung Teaching helps young teachers to improve the learning process and behavior change of participants who are educated specifically in Citizenship Education subjects. Citizenship Education is a subject that provides awareness in having a mindset, attitude pattern, and behavior. In order to be able to provide

awareness to students, quality learning is needed by teachers in creating quality education services that are in accordance with the objectives of Lampung Teaching. The quality possessed by the teacher can provide learning not only in the realm of knowledge but also in the realm of attitudes and skills therefore the pedagogical competence of the teacher must be continuously improved, one of them is education and training (training).

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