



# Unveiling Pedagogical Competence: Insights from Outstanding Teachers

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**Abstract.** This qualitative case study aimed to identify the implementation of pedagogical competence by outstanding teachers in 2018, along with their profile, educational background, and efforts in developing their competence. Data were collected through interviews, observations, and documentation. Results showed that these outstanding teachers implemented pedagogical competence by understanding student characteristics through observation, discussions, interviews, counseling, study groups, and implementing student-centered learning and potential actualization activities. They were assessed by the headmaster based on their competencies. The profile of outstanding teachers was characterized by their communication and attitude in teaching, and they had a background in special education and educator certification. The implication of this research is the importance of pedagogical competence for effective teaching and learning and the need to provide opportunities for teachers' professional development to enhance their competence.

**Keywords:** pedagogical competence · outstanding teacher · special education

## 1 Introduction

### 1.1 Special Education

Educational services provided to students are adjusted to the level and each other's abilities [1]. One of the educational services that are ready to provide learning to students with different levels of ability is education inclusion [2]. Inclusive education is an education system that allows every child participate fully in activities in the regular class regardless of disability or other characteristics [3]. Inclusive education will be carried out in several schools express readiness and willingness to provide instruction to students with different ability levels [4].

Inclusive education is a strategy used to promote an effective universal education because it can create schools that are responsive to the various actual needs of children and society, so that inclusive education guarantees access and quality. The main goal of inclusion is to educate children with special needs as a result of their disabilities in regular classes together with non-disabled children with support according to their needs, in schools that are in the home environment.

The concept and practice of implementing inclusive education for children with special needs in various parts of the world currently refers to Special Needs Education (1994). In the document it is stated that:

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- a. The basic principle of an inclusive school is that whenever possible, all children should learn together, regardless of the difficulties or differences they may have. Inclusive schools must recognize and respond to the different needs of their students, accommodate a variety of learning styles and speeds, and ensure the provision of quality education to all students through the preparation of the right curriculum, good organization, selection of appropriate teaching strategies, utilization sources as well as possible, and building partnerships with the surrounding community. There should be ongoing support and services in accordance with the continuing special needs found in each school.
- b. Within inclusive schools, children with special educational needs should receive any additional support they need to ensure the effectiveness of their education. Inclusive education is the most effective tool for building solidarity between children with special needs and their peers. Permanent sending of a child to an extraordinary school or special class or special section in a regular school should be an exception, recommended only in certain cases where there is clear evidence that education in regular classes cannot meet the child's educational or social needs, or if this is necessary for the welfare of the child concerned.

In the document above, several fundamental principles of inclusion are also stated, which have not been discussed in previous international documents. Some of the core concepts of inclusion listed in the Salamanca Statement include:

- a. Children vary widely in their characteristics and needs
- b. Differences are normal and therefore learning must be adapted to the needs of children
- c. Schools need to accommodate all children
- d. Children with disabilities should go to school in the neighborhood where they live
- e. Community participation is very important for inclusion
- f. Child-centered teaching is at the heart of inclusion
- g. A flexible curriculum should be adapted to children, not the other way around
- h. Inclusion requires the right resources and support
- i. Inclusion is important for human dignity and the full implementation of human rights
- j. Inclusive schools provide benefits for all children because they help create an inclusive society
- k. Inclusion increases the efficiency and cost-effectiveness of education
- l. Regular schools with an inclusive orientation are the most effective way to combat discriminatory attitudes, create an open society, build an inclusive society and achieve education for the entire education system.

## 1.2 Pedagogical Competence

Which factor affect teacher performance is insight into pedagogical competence. Competencies that must be owned by teacher has poured in Republican Government Regulations Indonesia No. 7, 2018. In line 1 paragraph which states that, the teacher is a educator professionals with major duties educate, teach, guide, direct, train, assess and evaluate

learners on early childhood education track formal education, basic education and secondary education. In line 3 paragraph 2, competence of teacher as intended includes pedagogical competence, personality competence, competence social and professional competence [5].

### 1.3 Outstanding Teachers

A teacher who have high achievement motivation always want to complete achieve goals with set certain standards and do a best job also motivated other people [6]. High achievers have three characteristics general, they are (1) have a preference to work on assignments with moderate degree of difficulty [7], (2) like those situations where their performance arises because of their own efforts and not due to other factors, such as luck and want more feedback on success and failure [8]. People who have high achievement motivation will try to achieve feat in an activity and appearance [9].

The pedagogic competence possessed by inclusive school teachers in Indonesia is still low hindered by several factors such as the teacher does not have an understanding related to children with special needs, the diversity of students that requires the teacher to make modifications in learning according to the needs, and professional competence of teachers in addition based on the talent possessed by the teacher, teaching experience, is also based on educational background [10].

Effort to get an award and predicate teacher achievers or professional teachers is not easy. To achieve these goals require effort, readiness as well as training and coaching given by stakeholders for teacher [11]. Therefore, teachers must make ongoing coaching efforts so that teacher functions run optimally [12].

## 2 Methodology

The aims of this research is to know, to describe and provide information about the pedagogical competencies that outstanding teachers must possess. Research time carried out from October to December 2022 with respondents the research consisted of teachers with special achievements in inclusive schools in Indonesia 2018. The research was conducted using qualitative methods. Study qualitative research is research that produces analytical procedures that do not using statistical analysis procedures or other means of quantification [13]. The collection of research data is divided into two parts, namely data sources primary and secondary [14]. Primary data sources are direct data sources given data to data collectors [15]. The primary data in the research were obtained directly by outstanding teachers in 2018 in inclusive schools [16]. While data sources secondary is a source that does not directly provide data to data collector [17]. The intended secondary data is data from journal reviews [18].

## 3 Results and Discussion

Based on observations made on outstanding teacher in 2018 from inclusive schools, starting with the selection of outstanding elementary school teachers, an assessment was carried out on the following aspects:

- a. Portfolio
 

Portfolio documents along with evidence of correctness, accordingly with data originality, and includes academic and non-academic components.
- b. Tutorial video
 

Assessment of planning and implementation of learning carried out based on the documentation of learning videos [19]. Tutorial video assessed include the introduction component, core activities, evaluation, closing [20].
- c. Written test
 

Teacher competency assessment is carried out by means of a written test relating to professional competence, pedagogic, personality and social, as well as educational insights [21].
- d. Scientific papers
 

Scientific writing compiled by the teacher is class action assessment (CAR) according to certain methods and systematics, writing in accordance with the aspects of the assessment of paper [22].
- e. Presentation of scientific work articles.
 

Assessment of article presentation is carried out with presentation and questions and answers covering aspects of exposure, discussion material, attitude in presentations, and articles [23].

The outstanding teacher handbook states that superior teachers are seen from pedagogical, personality, professional and social competence. The sub competencies of each competency are presented in the assessment section [24].

- a. Pedagogic competence is reflected in the level of understanding of students, designing and implementing learning, evaluating learning outcomes, and developing student to actualize their various potentials [25].
- b. Personal competence is reflected in personal abilities, in the form of a solid, stable, mature, wise and authoritative personality, being a role model for students and society, and having noble character [26].
- c. Professional competence is reflected in the level of mastery of learning materials in a broad and in-depth manner, which includes mastery of curriculum subject matter in schools and the scientific substance that covers the material, as well as mastery of the scientific structure and methodology [27].
- d. Social competence is reflected in the teacher's ability to communicate and interact effectively with students, fellow educators, educational staff, parents/guardians of students, and the surrounding community [28].

Teachers who produce creative or innovative work include:

- a. Renewal (innovation) in learning or guidance [29]
- b. Discovery of appropriate technology in the field of education
- c. Writing books in the field of education
- d. Creation of works of art
- e. Works or achievements in sports. As well as teachers who directly guide students to achieve achievements in the intra curricular and/or extracurricular fields.

Pedagogic competence includes understanding students, designing and implementing learning, evaluating, learning outcomes, and developing students to actualize their various potentials. This sub-competence includes the following

- a. Sub competencies understand students in depth. This sub competence has indicators:
  - (1) Understanding students by utilizing the principles of cognitive development
  - (2) Understand students by utilizing personality principles
  - (3) Identify students initial teaching materials.
- b. Sub competence of designing learning, including understanding the educational foundation for learning purposes. This sub competence has indicators:
  - (1) Understand the educational foundation
  - (2) Applying learning and learning theory
  - (3) Determine learning strategies based on the characteristics of students, competencies to be achieved and teaching materials
  - (4) Develop a learning design based on the chosen strategy
- c. Sub competence of carrying out learning. This sub competence has indicators:
  - (1) Setting the learning
  - (2) Implementing effective learning
- d. Sub competencies to design and carry out learning evaluations. This sub competency has indicators:
  - (1) Designing and carrying out continuous evaluation (assessment) of learning processes and outcomes using various methods
  - (2) Analyzing the results of evaluation of learning processes and outcomes to determine the level of mastery learning
  - (3) Utilizing the results of learning assessments to improve the quality of learning assessments to improve the quality of learning programs in general.

In-depth interviews were conducted 2 times for each source. Interviews were conducted online via video calls, zoom and whatsapp chat.

The results in collecting data from sources in general are that every teacher who wants to be able to win in the 2018 outstanding teacher is expected to be able to compile scientific papers in the form of best practice as well as being able to develop innovations in classroom learning related to inclusion. Writing related to innovative approaches and diverse student teaching experiences in inclusive schools.

Special tips that need to be done by teachers are trying services on student independence, creating innovations in student learning services, having research skills baseline and increased yields.

Teachers must have a patient and patient attitude in educating or guiding regular students with students with special needs, creating effective learning in inclusive classes, for example being able to carry out various teaching methods, approach students, use techniques brainstorming to a problem where teachers and students can express their own ideas, appreciate students (teachers can give awards to students who have dared to be active in learning activities and achieve), pay attention to students (for example asking not only about lessons but also about student health, what difficulties they are facing and others that can build better relationships. How to teach and convey learning material by communicating with students with special needs. Helping students according to certain pedagogic theories of learning includes all activities or activities related to learning theories, learning concepts and learning techniques.

In the classroom, the teacher must create a conducive learning climate so that children feel comfortable learning. Teachers are able to compile and carry out assessments on all children, both children with special needs (ABK) or regular, to find out their abilities and needs. Notes for each student can be included in the lesson plan for each teacher so that it becomes the key to building effective and efficient learning.

The pedagogic competence that teachers must have in inclusive schools is that they must be able to compile and carry out assessments on all children, both children with special needs (ABK) or regular, to determine their abilities and needs. Teachers on duty in inclusive schools should only have a maximum of 2 students with special needs with mild or non-multiple specialties and 26 regular students in class so as to create a conducive learning atmosphere.

The results of the study revealed that the implementation of the pedagogic competence of outstanding teachers was indicated by,

1. Understanding the characteristics of students is done by means of observation, discussions with teachers who taught in previous classes, interviews and asking questions, counseling and group study arrangements,
2. Understand the principles of learning in educating,
3. Carry out student-centered educational learning and provide activities to actualize student potential through activities outing class and peer tutors,
4. Conducting evaluations in accordance with the principles of education and openness,
5. Utilize the results of the assessment for the program remedial and enrichment. The profile and achievements of teachers who are champions of outstanding teachers in inclusive schools influence the success of teaching achievements. Competency development is carried out by participating in scientific seminars, training or workshops, discussions with colleagues, conducting book studies and classroom action research.

Pedagogic competence is an important thing that must be mastered by teachers, because pedagogic competence is the main requirement in organizing effective learning for students to achieve the expectations of the educational process. Thus the teacher plays a role in the process of learning activities so that they run optimally. The pedagogic ability of a teacher requires the teacher to prepare various lessons before starting to teach.

### 1. First Finding

A teacher must have an in-depth understanding of students by utilizing the principles of cognitive development of students. In relation to the quality of learning, if the Teacher can understand students by utilizing the principles of cognitive development of students, then students' curiosity can be fulfilled, students have the courage to express opinions and the ability to solve problems, students can be more comfortable in their learning activities. Teachers need to understand the intellectual, emotional, moral and background of students so that learning objectives are achieved as expected.

### 2. Second Finding

Teachers must be able to design learning including understanding the educational foundation for the benefit of learning which is an important aspect of pedagogical competence. Teachers must master learning materials, teachers must be skilled at designing and implementing learning strategies.

### 3. Third Finding

Teachers must be able to carry out learning well in class. Enrich knowledge with ice breaking as well as with appropriate learning methods in teaching in class. The lack of competence of a teacher in delivering teaching materials will indirectly affect the results of learning. This is because the learning process is not only achieved with courage in teaching, but the main factor is the competence that exists in the person of a teacher. Limitations of the teacher's knowledge in delivering material both in terms of methods or supporting other learning subjects will affect learning. Therefore, a teacher must have pedagogical competence so that all planned learning objectives can be achieved effectively and efficiently.

### 4. Fourth finding

Teachers must be able to design and carry out appropriate learning evaluations in their classes so that learning becomes quality because good quality education can encourage the creation of a quality, creative and productive society. One of the characteristics of good quality education is the creation of a good learning process, starting from planning, implementing, and evaluating learning. Teachers have a central role in the learning process and are required to be professional in carrying out learning evaluations.

### 5. Fifth Finding

Can develop the competence of students to actualize their various competencies. In this case the class teacher develops students to actualize the various potentials of students, namely by providing the widest possible facilities to students. Pedagogic competence makes a significant contribution to teaching skills to teachers in the implementation of learning so that this pedagogic competence is closely related to the learning process.

### 6. Sixth Finding

There is no significant difference in areas A, B, C, and D for teacher competency training. They receive training to upgrade their knowledge. However, when they moved school assignments, not all schools wanted to become inclusive schools, the fear of becoming a school with problems, schools losing students and losing the trust of parents became obstacles.

## 4 Conclusion

Based on the results and discussion in this study, it can be concluded that: (1) the profile and personality of teachers who excel in inclusion in learning show exemplary attitudes that can influence student personalities. The background and achievements achieved by inclusive outstanding teachers do not only come from the basis of education but because of experience at school. (2) the implementation of the pedagogical competence of teachers with excellent inclusion is based on the findings of this study. The conclusion of the research results revealed that the implementation of the pedagogic competence of outstanding teachers was demonstrated by (1) understanding the characteristics of students which was carried out by means of observation, discussions with teachers who taught in previous classes, interviews and asking questions, counseling and group study arrangements, (2) understanding the principles learning principles in educating, (3) carrying out student-centered educational learning and providing activities to actualize student potential through activities outing class and peer tutors, (4) conduct assessments in accordance with educational and open principles, (5) utilize assessment results for remedial and enrichment programs. Competency development is carried out by participating in scientific seminars, training or workshops, discussions with colleagues, conducting book studies and classroom action research. (6) There is no significant difference in areas A, B, C, and D for teacher competency training.

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