

Teacher's Pedagogic Competence In Civics Learning To Fostering Student Character In Elementary Schools

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Abstract—Pedagogic competence is the main competency for teachers. With this competence the teacher will be able to make plans, carry out meaningful learning, have mastery of the characteristics of students, and be able to assess learning appropriately. Civics learning is learning in which the main mission is to develop the character of students. Citizenship Education Learning will mean that the teacher has good pedagogical competence. The problem is how the teacher the pedagogical competence in managing the learning of Elementary School Citizenship Education. The method used in this study is qualitative descriptive. The subject of the study was an elementary school Citizenship Education teacher who taecht in high class. Data collection techniques through observation, interviews and documentation. The results of the study: (1) The teacher has not made an independent learning plan, the learning planning that the teacher has is obtained from the Teacher Working Group. (2) Citizenship Education learning activities the teacher has not carried out the character development of students. (3) forms of oral and written assessment, more on the assessment of cognitive shutter products, teachers have not conducted programmatic affective and psychomotor assessments, (4) mastery of student characteristics is sufficient, the development of their potential is shown by the teacher through assignment of group work to students, presentations the results of group work. Conclusions obtained; (1) the teacher has not shown his pedagogical competence to the fullest in carrying out Citizenship Education learning, (2) learning that fosters character is not optimal, (3) Citizenship Education learning is more dominant in developing cognitive competence, (4) senior teachers are more resistant to innovation in education.

Keywords—competency, pedagogic, learning, civics, character.

I. INTRODUCTION

In elementary school students get basic knowledge, developed intellectual and emotional intelligence as the basis for developing their personality. In addition, students also practice basic skills through classroom learning. The implementation of Citizenship Education (PKn) in general aims to realize citizens who have the potential that is in accordance with those who expect their nation and country. Learning carried out in class is a process that seeks to teach students to understand the meaning of each knowledge, attitude, and skill transformation to students. The learning process is building meaning or understanding, by the learner, on experiences and information filtered through perceptions, thoughts, and feelings (Mulyasa; 2008: 54).

Education and learning that are able to present a meaningful process requires the teacher as a figure who

possesses adequate competencies so that he can present learning that is meaningful to his students. The competencies that must be mastered by the teacher are competency in pedagogy, personality, social, and professional. The main competencies that teachers must possess are pedagogical competencies. Without this competence well mastered he will not be able to show his educational performance to the maximum, and of course it must be supported by personality, social competence, so that he can work professionally. From mastering pedagogical competencies well the teacher will be able to plan, carry out the learning process, and appraise the learning outcomes appropriately. Through this all teachers can explore and develop the potential of students.

The replacement of the curriculum from the Competency-Based Curriculum, the curriculum level of the education unit to the 2013 curriculum, has its own consequences for teachers to improve pedagogical competencies and other competencies so that the learning he has managed is able to achieve the expected learning goals. The author's experience in guiding teachers who are taking in teacher certification in positions both teachers who follow Teacher Professional Education and Training (PLPG), as well as Teacher Professional Education (PPG) both through networks and special regional teachers, seems that they do not have pedagogical competencies steadily. There are still teachers who have not maximally demonstrated pedagogical competence in their daily performance at school, there are still teachers who teach without making preparations, teaching using very minimal teaching materials, carrying out makeshift learning, not preparing programmers to assess program success. Good learning must also be well prepared, the implementation of learning contained in the syllabus and plan for implementing learning (RPP) (Mulyasa; 2009: 6).

Competent teachers really determine the success of their students, because competent teachers will produce quality graduates. Because competent teachers will manage quality learning as well. This means that every lesson he conducted was planned in such a way from all aspects of the implementation of learning. Starting from making lesson plans, implementing learning, to evaluating the implementation of learning (Jamil: 2013: 13; Muhammad Juahar, 2011: 53). Mastery of pedagogic competence by the teacher will prevent learning to be monotonous, boring, not liked

by students which will make students lose interest, absorption and concentration of learning.

Why is a teacher required to have pedagogical competence, because the teacher is a learning leader who will manage learning activities in his class. In addition, teachers are also required to develop the competencies of their students. Therefore teachers are expected to be able to utilize salt strategies, models and learning methods. The more competent the teacher, the more enjoyable the learning activities will be for students. But in reality there are still teachers who have not mastered the competency in a solid way, the impact of learning does not give meaning to the educator, there are a lot of participants who feel bored in PKn learning. For this reason, it is necessary to conduct a study of how the teacher's competency in managing Civics learning is integrated with other learning materials. Based on the description above, the problem of this research study is "How the pedagogical competence of the teacher in managing the learning of high school elementary school Civics Education". From this problem, we will examine how the teacher's pedagogic competence in; (1) PKn learning planning; (2) developing the character of students through PKn learning activities; (3) how the teacher carries out the assessment of the learning, (4) how the teacher's teaching towards the characteristics of the students

II. THEORETICAL REVIEW

Competence is a parent of the mastery of knowledge, skills, values and attitudes needed by a teacher who becomes a form in carrying out the task. In line with this according to (Mulyasa 2008: 187; Kunandar 2007: 52) competencies are interpreted as knowledge, skills and abilities that are mastered by someone and have become part of him. In the Republic of Indonesia Law Number 14 of 2005 concerning Teachers and Lecturers, competence is a set of knowledge, skills, and behaviors that must be possessed, internalized, and mastered by the teacher or lecturer in carrying out professional duties. Based on Government Regulation Number 19 of 2005 concerning National Education Standards, teachers must have pedagogical, personality, professional, and social competencies (Ministry of National Education, 2005: 90 - 91). With this ability, he will be able to carry out his teacher duties. Pedagogic competence is the main competency in learning activities without denying other competencies. This competency is an ability related to theoretical mastery and the application process in learning. (Ashan: 2011: 98). In National Education Ministerial Regulation, Government Regulation Number 19 of 2005, Pedagogical Competencies are proclaimed as follows:

1. Learning Planning

Syllabus is a learning plan for a group of subjects with a specific theme, which includes core competencies, basic competencies, learning materials, indicators, assessment of learning outcomes, time allocation, and learning resources. (Mulyasa, 2012: 190). The syllabus is a minimal concept, meaning that this

syllabus must be developed. The syllabus developed by BSNP contains: identity of subjects or themes of lessons, basic competencies, indicators, learning materials, learning activities, achievement of competencies, assessment, time allocation, and learning resources. (RI Minister of National Education Regulation Number 24 of 2016). This concept becomes a reference for educational units in developing a broader and more adequate syllabus, according to their needs.

The syllabus format above is not a fixed price, it can be arranged according to the conditions and the results of scientific analysis, as a reference in the preparation of RPP, meaning the syllabus as planning for the learning process is not final, it must be followed up with RPP, so it is focused and concrete. The syllabus is intended to facilitate and control the planning of learning activities in the lesson plan. Good learning must be well prepared and contained in the syllabus and lesson plan. (Mulyasa; 2009: 67). In connection with this, Winarno (2013: 10) explains that the Civics learning objectives compiled in lesson plans must be derived and derived from the learning objectives above, namely in the syllabus, graduate competency standards and PKn subject objectives, namely forming intelligent citizens with character, and skilled. K13 contains Core Competencies (KI) and Basic Competencies (KD). The competencies that must be achieved are summarized into three PKn learning goals, known as the PKn learning objectives orientation for the formation of democratic citizens, is to form good and intelligent citizens, participation and responsibility. (Wahab; 2011: 334)

In making the lesson plan, in addition to referring to the demands of the curriculum, also must consider the situation and conditions and potential that exist in their respective schools. This will have implications for determining certain methods and procedures and determining learning activities. Planning allows the teacher to choose which method is appropriate so that the learning process is directed and can achieve the objectives that have been formulated. For teachers, each method selection means determining which type of teaching and learning process is considered effective to achieve the goals that have been satisfied. It also directs how the teacher organizes student activities in the learning process he has chosen.

2. Learning Implementation

The learning process is carried out in a fun, challenging, inspirational, interactive, motivating audience for active participation, and provides sufficient space for creativity, law, independence in accordance with the talents, physical development and interests of students. The implementation of this learning process consists of: (1) preliminary activities aimed at generating motivation for participants and focusing the attention of educators to actively participate in the learning process. In the preliminary activities of the teacher, it must be able to prepare the learners psychologically and physically to follow the learning process, condition the educator in what will be learned, how to learn it, what

will be obtained as a result of learning, (2) core activities are learning processes to achieve basic competencies fun, inspirational, interactive, challenging, motivating participants to actively participate and provide sufficient space for creativity, initiative and independence in accordance with talent, physical development and interest in educating students. In core activities, the use of methods that are tailored to the characteristics of the participants includes the Elaboration, Exploration, and confirmation processes.

In learning activities that must be considered are; selection, material structure, and learning resources. The selection of Civics teaching materials needs to pay attention to 3 things, namely formal content, informal content, and student responses to formal and informal content (Winarno, 2013: 61). In addition, the teacher must also look at the student's response to the two treatments, as a reference in subsequent learning. Learning media also need to be prepared to support teaching material. In Civics learning, there are several conditions that must be considered when choosing media, namely: (a) carrying messages, (b) containing values, (c) taken from real life, (d) attracting students' attention, (e) according to student learning abilities (Winarno; 2013: 62). In addition, the media can also be used as a teacher's example. Such as responsible behavior, respect for other people's opinions, open attitude, and so on. Ideally learning activities encourage active participation, are inquiry, and encourage students to solve problems. (Wahab 2011: 335). This opinion is in line with Permendiknas No. 22 of 2006, the aim of PKn subjects, so that educators have the ability; (1) critical, rational, and creative thinking in responding to the issue of citizenship, (2) active and responsible participation, acting intelligently in community, national and state activities and anti-corruption, (3) developing positively and democratically to shape themselves based on the character of the Indonesian people to be able to live together with other nations, (4) interact with other nations in world regulations directly or indirectly by utilizing information and communication technology. Learning should be done without doctrine so students can understand the values instilled through Civics learning.

3. Mastering the Characteristics of the Participant Educators.

Teacher mastery of the characteristics of educators is the ability to understand themselves (Self Understanding) first, and understanding of others (Under Standing the Other). Without a deep understanding of oneself and others, the teacher will not be able to understand the characteristics of the educator. An individual's understanding is basically an understanding of his overall personality with all of his background. If the teacher does not understand the characteristics of students, the students will not experience development, their learning potential will weaken, and the mobility of their development will not vary.

The current educational paradigm in education is a subject not an object in the learning process, because it is an individual who needs attention and participates in the learning process. Each student has its own characteristics that are different from one another, both in terms of interests, talents, motivation, absorptive power following lessons, the level of development, the level of intelligence, and its own social development (Sumadi Suryabrata 2004: 82). In learning, this condition is important to note because by identifying the initial conditions of students when going to study can provide important information for the teacher in the selection of management strategies, which are related to how to organize teaching, especially the effective component of strategies for each student, so that learning will be more meaningful. Thus, identifying the behaviors and initial characteristics of students aims to determine what must be taught and does not need to be taught.

4. Learning Evaluation

The purpose of learning evaluation is to gather information that is used as a basis to know the level of progress, development, and student achievement, and the effectiveness of teaching. Evaluation of learning must provide accurate information about the learning process and outcomes of students. The exact results of this evaluation are partly influenced by the use of evaluation techniques and instruments. An evaluator needs to pay attention to the techniques and instruments that will be used to fit the abilities or types of learning outcomes that will be evaluated.

The evaluation process is carried out through three stages, namely; planning, implementation, processing of results and reporting. Assessment is usually carried out in several ways such as examinations, observations, portfolios, projects, products, and from data from interviews and observations. Through this evaluation the learning objectives can be known to be successful or not, achieving the goal

Assessment of learning outcomes of citizenship lessons is done through: (a) observation of changes in behavior and attitudes to assess the affective development and personality of educators, (b) examinations, tests and assignments to measure cognitive aspects of educators. Regarding PKn learning characterized by personality assessment, attitude assessment (Winarno, 2013: 223). Even so, assessments in the form of cognitive and promotor must still be assignment to measure cognitive aspects of educators. Regarding PKn learning characterized by personality assessment, attitude assessment (Winarno, 2013: 223). Even so, assessments in the form of cognitive and promotor must still be implemented. Because, attitude assessment cannot be separated from cognitive and psychomotor assessment. This is in line with the opinion of Winarno (2013: 223) which states that the development of attitudes cannot be separated from the cognitive and psychomotor domains. Furthermore, Winarno explained that the cognitive domains in Civics are stated with civic knowledge, affective stated by the

object of attitudes that can be assessed are attitudes towards subject matter, attitudes toward the teacher, attitudes toward the learning process, and attitudes related to the value of a subject matter (Winarno, 2013: 222). This attitude assessment can be used as an illustration for the teacher towards the expected achievement of affective shutter. Thus, the teacher can determine the follow-up of the assessment. Assessment is not carried out at the end of learning, but during the learning and daily process of educated students.

III. METHOD

This study uses a descriptive approach or method. This method was chosen to get a picture of a situation that is taking place at this time. Type of qualitative research. Research location in SD 52 Kota Bengkulu. This elementary school was chosen because in general the teacher was certified educator. The research subjects were teachers who taught PKn in high class, the object was pedagogical competence. Information source for three teachers in grades IV, V, and VI. Collecting data through observation, interviews, and documentation. The research instrument is the researcher himself. Data is analyzed since in the field and after that, field notes are then verified, to draw a conclusion.

IV. RESULTS AND DISCUSSION

1. Results

a. PKn Learning Planning

The syllabus is made by the three Civics teachers referring to the concept of the BSNP, for one semester obtained from the Teacher Working Group (KKG) without conducting curriculum analysis independently. Learning activities in the syllabus are still very common. Indicators have led to KD, PKn material for each activity. Assessments that are used in the assessment of processes, and products. Assessment in class IV is individually structured assignments and performance and attitude assessment, class V in the form of assessment of performance and involvement of children in discussions, while grade VI assessment cannot be known because syllabus is not shown. The teacher includes material, learning resources, and time allocation in the syllabus. The RPP used has been compiled from the KKG activities and in accordance with the minimum standards of an RPP. The formulation of objectives does not cover aspects; audience, behavior, conditions, and degree. The cognitive, affective and psychomotor domain coverage is not even balanced, in the goal heavier to the cognitive domain.

The material discussed is in accordance with the syllabus. The learning approach is a contextual approach. Methods of question and answer, lectures, and assignments. Learning activities already contain the initial activities, core, and closing. This can be seen from the exploration, elaboration and confirmation. Core activities are still very common. Learning resources and teaching materials in the form of package books, parents, friends, and the environment. Assessment techniques are

individual tasks. Forms of assessment instruments, namely oral assessment, attitude assessment, and performance evaluation.

b. The implementation of Civics learning begins with apperception through classical question and answer about the material to be delivered. Then the teacher explains the material, if there are educators who pay less attention to the explanation, the teacher immediately comes to him and gives a warning to pay attention to the material presented. After explaining the teacher's material evaluating, the teacher writes the questions on the board. Students are given 15 minutes to work on the problem. When students work on the problem, the teacher goes around and looks at the students working on the problem. After the time has expired, participants are asked to read the results of their work. After each read out the results of the work, the teacher gives the assignment at home, the form of the task is, working on the questions in the LKS book. Then the teacher completes learning. Planting values is not yet seen. Follow-up for planting values has not been done by the teacher. The follow-up that the teacher gives is related to the material that has been studied or that will be studied later. The teacher has not implemented participatory character development in PKn learning

c. Mastery of the characteristics of the educator is carried out by the teacher through exploring the potential of the educator by asking further questions about the material to be delivered, at the beginning of learning or at the time of apperception. While developing the potential possessed by students through following up on the questions posed, then giving direction to students to try to develop themselves and students are directed to be able to place themselves according to their abilities.

d. PKn learning evaluation is carried out in the form of written and oral tests and from the teacher's catan. Written tests give at the end of learning by distributing evaluation sheets, while oral tests are conducted during question and answer activities in the learning process and apperception. Research on attitudes is carried out through teacher notes during the learning process towards student attitudes during learning.

2. Discussion.

a. Civics learning planning does not plan learning independently. This is contrary to the components of the teacher's pedagogical competence in learning management, one of which is planning. As stated by Nana and Sukirman (2008: 45) Learning planning is the elaboration, enrichment and development of the curriculum. In making learning plans, of course the teacher in addition to referring to the demands of the curriculum, also must consider the situation and conditions and potential that exist in their respective schools. Because a good learning must be well designed

The syllabus that the teacher has is in accordance with the components of the syllabus

preparation. Because it has a description of the program that lists the fields of study taught, school level, semester, grouping of basic competencies, and material, activities, assessments, time allocation and learning resources. The teacher should conduct curriculum analysis in advance to see the compatibility of the KD and indicators with the characteristics of students and the school's socio-cultural environment. The development of indicators can lead to teacher pedagogical competence. After analyzing the KD and developing indicators, the teacher can also develop existing material, determine the right approach, method, and media. Similarly, the preparation of lesson plans has not been made and developed independently. This has an impact on the formulation of inadequate learning objectives and learning activities that do not describe the approach used. RPP should be designed by itself, so that it fits the learning needs of PKn and educators. Learning activities have not been specified. Planning good learning activities will create good learning activities, because learning activities in RPP are closely related to classroom learning activities. Learning material should not be limited to just one source book, but the teacher can use other source books or take from the internet. Informal content in this case can be an environment as a source of learning, both in the social and natural environment. The chosen environment should be the daily environment of students. For this reason, it would be very good if the teacher developed the material in accordance with the development of actual knowledge that developed in the community.

b. The implementation of PKn learning carried out by the teacher is more detailed than the planning of learning made, although not everything can be done perfectly. The ideal learning activities are not only in the form of lectures and quizzes and questions and answers, but need to create a conducive atmosphere for students to actively participate. Ideally learning activities can encourage active student participation, have the nature of inquiry and encourage students to solve problems. Even though the teacher has invited students to actively participate in learning activities but not yet optimal. At the time of questioning, not all students actively participate.

The activity of opening up the learning done by the teacher is quite good, by conducting apperception to explore the students' initial knowledge and relate it to the material to be learned. However, the teacher forgets to convey the learning objectives. This indicates that the learning plan that the teacher has is not yet referring to the needs of students who will learn. It would be very good if the teacher put forward the learning objectives, so students understand the benefits of learning and what must be mastered, so students are mentally prepared to take part in activities

To motivate students, the teacher gives reinforcement and the way to motivate the teacher shown is good. Because the teacher always appreciates each student's actions with a natural and not made-up impression. Class mastery that the teacher does is good

enough. The teacher also moves actively and does not settle only in one corner of the classroom. This provides an advantage for the teacher to be able to pay attention and control the class as a whole.

c. Mastery of student characteristics. Each student can certainly have behaviors and characteristics that tend to be different. In learning, this condition is important to note because by identifying the initial conditions of students when they are going to study can provide important information for teachers in choosing management strategies, which are related to how to organize teaching, especially the components of effective teaching strategies and in accordance with individual student characteristics so learning will be more meaningful. The activity of analyzing the behavior and initial characteristics of students in the development of learning is an approach that accepts students as they are and to develop a learning system on the basis of the condition of these students. Thus, identifying the behavior and initial characteristics of students is aimed at determining what to teach does not need to be taught in the learning that will be carried out. Therefore, this activity is not at all to determine the pre-conditions in selecting students before participating in learning. The teacher can recognize the potential of students in the easiest and simplest way is to ask questions (Muhammad Juahar 2011: 34).

There are so many potentials possessed by students. The task of educators is how so that these potentials can develop optimally, both through intra-curricular and extracurricular activities. Development refers to how a person grows, adapts, and changes throughout his life journey. People grow, adapt, and change through physical, personality, socio-emotional, cognitive (thinking), and moral development. Therefore they need guidance and direction that consistently leads towards the optimal point of their natural abilities. The teacher can analyze the learning potential of each student and identify the potential development of students through learning programs that support students to actualize their academic potential, personality, and creativity until there is clear evidence that students actualize their potential.

d. Evaluation PKn learning conducted by teachers has not been maximized but follow-up has begun. The most important evaluation on PKn learning is affective evaluation or attitude. The teacher does not have programmed specific notes about student attitudes assessment. For that reason, it can be interpreted that the teacher has not implemented the attitude assessment programmed. Affective evaluation or attitude cannot be separated by cognitive evaluation (written evaluation) and psychomotor. Teachers are more inclined to carry out cognitive evaluations rather than affective and psychomotor. Cognitive evaluation is in accordance with the learning objectives. The cognitive evaluation questions given by the teacher are good. The level of questions given starts from the ability to remember

(knowledge), express opinions (analysis), think critically (synthesis) and create a new idea (kratif). Teachers should be able to conduct psychomotor evaluations through observing the assessment group discussion activities suitable to be used to assess the achievement of competencies that require students to perform certain tasks such as presentations, discussions, role playing and others.

The follow-up is always done by the teacher in each lesson. However, the follow-up related to the teacher's pedagogical competence is still not done by the teacher. The follow-up that can be done by the teacher is to carry out remedial teaching (for students who have not achieved the expected learning goals), enrichment teaching (for students who have fulfilled the expected learning goals), attitude building, good learning habits and increased learning motivation.

V. CONCLUSION

Based on the results of the study, the general conclusions of teachers' pedagogical competence in PKn learning in the high class have not been maximized. This can be seen in the teacher's ability to make syllabus and lesson plans not done independently. While the implementation of teacher pedagogical competency learning has been seen, but for attitude development or character development has not been seen. The teacher's comprehension of the characteristics of educators is quite adequate, as seen from the use of learning methods and strategies used by the teacher. Evaluation is still on cognitive evaluation. The teacher has not done a programmatic attitude assessment and psychomotor evaluation has not been done at all.

Teachers should be more concerned with planting values for the development of educational characters. Have confidence in making syllabus and developing lesson plans. In learning activities teachers should use multi methods, media, and learning resources, creating a conducive climate to increase students' active participation in learning. Teachers should always improve their understanding of educators with a lot of learning and implementing learning outcomes in

understanding the characteristics of educators. Teachers should make an assessment of all the cognitive, affective, and psychological domains in a balanced manner.

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