PEDAGOGIC COMPETENCE OF TEACHERS OF STATE HIGH SCHOOL OF KOTA MAGELANG
(CASE STUDY ON CERTIFIED AND NON-CERTIFIED TEACHERS AT 1 AND 2 STATE HIGH SCHOOL OF MAGELANG CITY)

Fifit Firmadani, Molas Warsi
Faculty Teacher Training and Education, Universitas Tidar
E-mail: firmadani@untidar.ac.id

Abstract
This study is intended to determine the implementation of pedagogic competence of teachers who are certified with non-certified by conducting a case study in State 1 and 2 Senior High Schools in Magelang. This research is planned to be carried out for six months. Specifically, this study aims to find out how the implementation of certified and non-certified teacher's pedagogic competence in State 1 and 2 Senior High Schools in Magelang city includes the ability to design learning, implement learning, evaluate learning. This research is a case study using a qualitative approach. Subjects were principals and deputy principals in the curriculum area of State 1 and 2 Senior High Schools in Magelang city, three certified teachers, three non-certified teachers and five students in State 1 and 2 Senior High Schools in Magelang. Data collection uses observation, interviews, and documentation as well as field logbooks. The analysis used in this study uses Milles Huberman data analysis technique which consists of three steps, namely data reduction, data display, and reflection drawing / verification. The targeted results of this study are descriptions of the implementation of certified and non-certified pedagogic teachers in SMA 1 and 2 in the city of Magelang; 2) scientific publications in scientific journals or national seminars. The results of the analysis show that teachers who have been certified with non-certification in State 1 and 2 Senior High Schools in Magelang City have the same level of pedagogical competence. This can be seen from the ability to design learning, implement learning, and evaluate learning. In both schools, both non-certified certification teachers have used interactive and innovative learning media, not yet fully utilizing technology in the learning process. Learning evaluation is done with daily assignments and tests.

Keywords: pedagogic competence, certified teacher, non-certified teacher
INTRODUCTION

Indicators of a nation are very much determined by the level of its human resources, while indicators of human resources are determined by the level of education of its people. The higher the level of education, the better the human resources, and vice versa. A good level of education is certainly influenced by good-quality educators. The teachers are the determiners of success in shaping the quality of the nation's next generation, so they must really have high ability and professional attitude to work earnestly in educating his students to be high quality. Even though the teacher has been educated in the field of education, the ability and professional attitude are not automatically formed. Because the education program studied does not or less emphasize this build of ability and professional attitude.

Increasing the professionalism of teachers is done, not only by the government but from the teacher itself must also have a strong will to be more professional so that the goals of national education can be achieved as stated in the Law of Teachers and Lecturers. It explains that Teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing and evaluating students on the path of formal education, as well as in basic education and secondary education including early childhood education. According to Mulyasa (2007: 7), teacher professionalism in Indonesia is still very low due to the absence of changes in teaching patterns and conventional systems to competency systems, high teacher workloads, and the lack of classroom action research done by teachers. Therefore, competency standards and teacher certification were formed to form professional teachers with appropriate competencies in teaching. Law no. 14 of 2005 concerning Teachers and Lecturers states that professional teachers, besides having a minimum academic qualification of S1, must also have four competencies; pedagogic competence, social competence, professional competence, and personality competence.

The development of teacher professionalism is a global concern, because teachers have the duty and role not only to provide information on science and technology, but also to shape attitudes and souls that are able to survive in an era of high competition. The empowerment of these students includes personality aspects, especially intellectual, social, emotional, and skills aspects. The task becomes heavy because teachers do not only have to prepare the generation to enter the middle ages easily but must prepare themselves to continue to exist, both as individuals and professionals.

One of the efforts to develop teacher professionalism done by the government is a certification program. The certification program is the process of awarding educator certificates to teachers and lecturers. The educator certificate is formal proof as an acknowledgment given to the teacher and lecturer as professionals. To prove whether there is a difference between certified teachers and non-certified teachers in learning competencies, there is need of accurate and accountable proof. In this case, it is necessary to conduct a comprehensive survey or research on teachers who have passed certification and who have not to see differences in their competence. Without intending to ignore one of the existing competencies, this study will only discuss the teacher's pedagogical competence.

One of the competencies possessed by a teacher is pedagogic competence. In the National Education Standards Article 28 paragraph (3) point stated that pedagogic competence is the ability to manage student learning including students understanding, designing and implementing learning, evaluating learning outcomes, and developing students to actualize their various potentials. When the role of parents is replaced by a teacher at school, the teacher is not only a teacher who transfers knowledge and skills to students, but is also an educator and mentor who helps students to develop their potential both academic and non-academic potential. Therefore, it is very important that teachers improve their pedagogical competence.

This study aims to examine the implementation of pedagogical competence between certified teachers and non-certified teachers based on the ability to design learning, the ability to carry out learning, and the ability to
evaluate learning. This study took place in State Senior High Schools 1 Magelang, and State Senior High Schools 2 Magelang because both of them are the favorite high schools in the city. Since it has the predicate as a favorite school, researchers wanted to know whether there are differences between non-certified and certified teachers in terms of implementing pedagogical competence.

**Research Problems**

Based on the background, the research problem is formulated in the implementation of pedagogic competence by certified and non-certified teachers at 1 and 2 State Senior High Schools in Magelang city including:

1. How is the ability to design learning for certified and non-certified teachers at State Senior High Schools 1 and State Senior High Schools 2?
2. How is the ability to carry out the learning of certified and non-certified teachers at State Senior High Schools 1 and State Senior High Schools 2?
3. How is the ability to evaluate the learning of certified and non-certified teachers at State Senior High Schools 1 and State Senior High Schools 2?

**The Aim and Benefit of Research**

The focus of this study is the implementation of pedagogic competence of certified and non-certified teachers at State Senior High Schools 1 and State Senior High Schools 2. Specifically, this study aims:

1. To know the ability of certified and non-certified teachers State Senior High Schools 1 and State Senior High Schools 2 to design learning.
2. To know the ability of certified and non-certified teachers at State Senior High Schools 1 and State Senior High Schools 2 to carry out the learning.
3. To knowing the ability of certified and non-certified teachers State Senior High Schools 1 and State Senior High Schools 2 to evaluate the learning.

In its implementation, the results of this study can provide direct benefits that can provide input for teachers at State Senior High Schools 1 and State Senior High Schools 2 to improve the quality of teaching.

**RESEARCH METHODS**

**Types of research**

This research is a case study with a qualitative approach to obtain a complete picture of a thing according to the human perspective studied.

**Research subjects**

In this study, the subjects chosen were people who knew and understood what problems would be studied, in this case the problem is teacher's pedagogical competence. Therefore, the subjects in this study were principals and deputy principals of the curriculum area at 1 and 2 State Senior High Schools in Magelang so there were three certified teachers, three non-certified teachers, and five students State Senior High Schools 1 and State Senior High Schools 2.

**Data collection technique**

The data collection techniques in this study were observation, interviews, and documentation.

**Data collection instrument**

The data collection instruments are tools used by researchers to collect information in the field. The instrument used were in the form of observation guidelines and interview guidelines on the implementation of pedagogic competence.

**Validity of Data**

Checking the validity of the data is needed in qualitative research for the validity and reliability and the level of trust of the data collected. The technique of data validity used was triangulation technique. This is one of the tests of data validity that uses other data for checking purposes or as a comparison to the data. In this study, the triangulation process as a process of strengthening evidence from the results of notes in the field of observation, interviews and documentation that aims to improve the accuracy of a study.

In addition to triangulation, researchers also conducted member checking where researchers asked one or more participants in the study to check the accuracy of the information. This check involves taking the findings back to the
participants and asking them (in written or spoken) about the accuracy of the report. In this case, the researcher asked participants not only on the direct subjects; the certified and non-certified teachers, but also the principal and vice principal of the curriculum field as well as some students who knew and understood the problems of the researcher, so the results could be more accurate.

Data analysis technique
This research used more descriptive qualitative techniques in analyzing the data obtained. This analysis illustrates the changes and developments in step by step as well as the correlation between the data derived from observation, interviews, and documentation related to the implementation of pedagogic competencies by certified and non-certified teachers at State Senior High Schools 1 and State Senior High Schools 2. It is intended to obtain complete conclusions regarding the implementation of pedagogical competence seen from ability to design learning, ability to carry out learning, and ability to evaluate learning. The data analysis was done through data reduction, data display, and reflection drawing / verification as suggested by Miles and Huberman.

RESULTS
Certified and non-certified teachers State Senior High Schools 1 and State Senior High Schools 2 have an undergraduate academic background. Based on the results of the study, the pedagogic competence of non-certified and certified teachers are similar, both at State Senior High Schools 1 and State Senior High Schools 2. They both have made efforts to plan learning as well as possible, as seen from the preparation of the syllabus and lesson plans. In addition, in terms of learning, teachers understand the characteristics of student development such as understanding the level of students' cognition according to age, the level of mastery of students' material, the level of understanding and acceleration of understanding of the material by having the selection stages and grouping students according to the selection results.

Teachers at both high schools have been able to plan the organization of learning materials such as being able to study and describe the material listed in the curriculum, able to choose instructional materials in accordance with the material, able to use adequate learning resources, but not yet fully able to implement this. In carrying out the 2013 curriculum, teachers already have pedagogic competencies, but still need improvements to improve pedagogic competencies with training, seminars, workshops, and teacher certification for those who have not. Evaluation of learning carried out includes assignments, daily tests, and attitude assessments.

Learning Design
Non-certified certification teachers at both schools have a learning system plan that uses available resources. All learning activities from start to finish can be strategically planned including anticipation of problems that may arise from the planned scenario. Learning design includes at least three activities:
1) Identification of needs
The need is a gap between what should be and the actual condition. Needs-identification aims to involve and motivate students so that learning activities are received as part of life and they feel they have it.
2) Identification of competencies
Johnson said that competence is a rational behavior to lead to something that is determined in accordance with the circumstances expected. Law No. 14 of 2005 concerning Teachers and Lecturers Article 1 paragraph 10 states that "Competence is a set of knowledge, skills, and behaviors that need to be possessed, internalized, and mastered by the teacher or lecturer in carrying out professional duties.
3) Preparation of Learning Programs
The preparation of learning programs is focused on RPP (Lesson Plans) as a product of short-term learning programs including the components of the program of learning activities and the process of implementing the program. The program component includes basic competencies, standard materials, methods and techniques, media and learning resources, learning time and other carrying capacity.

Certified and non-certified teachers at State Senior High Schools 1 and State Senior High Schools 2 are able to identify the learning process needs very well because they need to know and determine the needs of learning process, learning facilities, learning infrastructure facilities. In addition, before carrying out the learning, the
syllabus and RPP were prepared and they understand the meaning and purpose of the RPP. The teachers have first understood the meaning and purpose of the plan before making a learning plan. They also develop competence standard and basic competence (SK-KD) very well because they are preparing learning.

Learning Implementation
The teacher creates learning situations for children who are creative, active and fun. They provide a wide space for students to be able to explore their potential and abilities so that they can be trained and developed. Pedagogic competencies that need to be possessed by teachers as already in the National Education Standards is related to the implementation of learning. It is said that teachers need to have the competence to do educational and dialogical learning. This shows that the implementation of learning needs to start from a dialogical process between subjects of learning, so it can bring good thinking and communication. In general, the implementation of the distribution includes three things;
1) Apperception, to determine the extent of students' readiness in the learning process.
2) Core activities, as the core activities of the implementation of learning and the formation of potential students.
3) The final activity, the implementation of learning ends with a post test, to determine the level of mastery of students' competencies that have been determined.

The learning methods used by Certified and non-certified teachers at State Senior High Schools 1 and State Senior High Schools 2 when having learning process is similar, most of them use lecture learning methods, not yet fully using interactive and innovative learning methods. In addition, they have also used learning technology well, such as using power points to help in explaining the material.

Evaluation of Learning Outcomes
The teachers have the ability to evaluate learning that includes planning, student responses, student learning outcomes, methods, and approaches. To be able to evaluate, the teacher must be able to plan the right assessment, make measurements correctly, make conclusions and solutions accurately. The indicators about evaluating learning outcomes include:
1) Assessment rests on student report cards
2) The assessment aspect is the results and influence of learning activities.
3) Three development concepts in the assessment of students' affective, cognitive, and psychomotor aspects.

Evaluation of learning outcomes is done to determine changes in behavior and student competency formation that can be done by class assessment, basic ability tests, final assessment of education units and certification, benchmarking, and program assessment. Certified and non-certified teachers at 1 and 2 State Senior High Schools Magelang have assessed class assessments using formative tests, UTS (Middle Semester Exams), and UAS (Final Semester Exams) to give grades to students.

Pedagogic competence of certified and non-certified teachers at State Senior High Schools 1 and State Senior High Schools 2 is supported by external and internal factors. External supporting factors are support from schools, including the number of infrastructures facilities, support from principals in the form of supervision of principals, work discipline, teacher competency development activities as included in seminars, workshops, training, further studies, and monthly evaluation meetings. Internal factors include teacher education background, teacher teaching experience, student condition, and teacher income.

CONCLUSION AND SUGGESTION
Conclusion
Based on the results of the study, it can be concluded:

The ability of certified and non-certified teachers on aspects of learning design is equally good, because teachers have understood students by identifying students' needs in learning, identifying the competencies of students who will and compile their learning programs.

The ability of certified and non-certified teachers in aspects of implementing learning is good, because the teachers have been able to carry out activities in the learning process namely the opening of learning, the core activities of learning, and organizing time and organizing a good,
effective and efficient class.

The ability of certified and non-certified teachers on aspects of evaluating learning is equally good, because teachers have been able to compile assessment instruments including cognitive assessment in the form of written test instruments in the form of oral tests, but have not developed psychomotor and affective assessment instruments. In addition, they are able to carry out evaluation activities and follow up on the results of evaluating learning for students with remedial activities for students who have not met the standards of competency completeness and enrichment for students who have met the standards of competence completeness.

Suggestion

Based on the results of research on the pedagogic competence of certified and non-certified teachers, the researcher has several suggestions as follows:

The awareness of teachers as educators has the purpose and function of providing good and high-quality education and useful needs to improve the personal quality of teachers. The skills and competencies that support the creation of a good and quality learning process can be trained and developed through teacher training and education.

DAFTAR PUSTAKA


