

Improvement of Pedagogic Competency Teacher SD Negeri 104230 Tanjung Sari District Of Batang Kuis

Toto Mulya¹, Siman², Sukirno³

¹(Education Administration, State University of Medan (UNIMED), Indonesia)

²(Education Administration, State University of Medan (UNIMED), Indonesia)

³(Education Administration, State University of Medan (UNIMED), Indonesia)

Corresponding Author: Toto Mulya

Abstract: *This study aims to determine what efforts are made SD Negeri 104230 Tanjung Sari District Batang Kuis in increasing pedagogic competence of teachers. Knowing the type and process improvement pedagogic competence as well as inhibiting factors. The researchers studied the theory as the basis of this research is the competence of teachers, pedagogical competence of teachers, improving the pedagogical competence of teachers. The method used is qualitative. The object of this research is the researchers themselves. While the resources are divided into four parameters: Context, Actors, Events, Processes. The data collection technique used is observation, interview and documentation study. Collecting field data using field notes as a medium to write information obtained data. The process of analyzing data using a matrix, code, and categorization. Meanwhile, to deepen the data obtained information using triangulation techniques. The results showed that the type of increase pedagogical competence of teachers who do SDN 104 230 Tanjung Sari, among others: (1) Opt to include teachers in training activities. (2) Working Group Master. (3) The appointment of teachers. (4) Supervision. (5) Subject Teachers Council. While the inhibiting factors increase pedagogical competence is funding and low motivation of some teachers*

Keywords - *Pedagogic competence, competence Pedagogical Improvement, SD Negeri 104 230 Tanjung Sari*

Date of Submission: 15-01-2018

Date of acceptance: 03-02-2018

I. Introduction

Education is an integral requirement of human life. Education itself is also an attempt to humanize the estuary end is not good to change the character to be good and develop it into personal knowledge, responsibility, professional, religious and skilled.

According Adiwikarta in Nasution (2009: 3) education perform the following roles: (1) prepare and update the mental device psychology of residents in anticipation of the life of the more advanced and changed according to the development and demands of the times, (2) prepare citizens with the skills and the ability of the work needed in the community or the world of work, (3) prepare citizens with the critical nature and the courage to live independently irrespective of the dependence of others, and (4) develop creative and adaptive capabilities in harnessing its potential.

School is a structured institution engaged in education and has an important role in creating a generation of people who excel. In achieving these objectives will require the role of a professional teacher in educating and providing maximum teaching so that students become skilled and savvy generation that fits the purpose of education itself.

Tasks and role of the teacher from day to day more weight, along with the development of science and technology. Teachers as a major component in the world of education is required to compensate for even surpass the development of science and technology developed in the community. Through the touch of a teacher at the school, is expected to produce learners who are extremely competent and ready to face life's challenges with confidence and confidence is high right now and in the future, the school (education) should be able to create human resources quality, both scientific (academic) as well as mental attitude.

Government support the ongoing educational process, take full responsibility to facilitate and provide support. The government's efforts need to be respected, but also need the commitment and consistent implementation of a clear and straightforward in its implementation in order to improve the quality and professionalism of teachers, and students can be guaranteed success. Without a professional attitude and personality in the running of an institution as well as educational institutions will not obtain the maximum

results. Someone who behaves professionally opinionated usually reflects an attitude, hard work, earnest, disciplined, honest, loyal and dedicated to his work.

While the characteristics of a professional person by Sagala (2011: 5) as follows: (1) use the full time to carry out their work; (2) linked by a live call, by treating his work as a set of norms adherence and behavior; (3) has a high degree of autonomy; (4) always increase knowledge of office in order to continue to grow in the position; and (5) have a code of ethics office.

Sanusi in Sagala (2011: 8) describes the main characteristics of a profession as follows: (1) the job has a function, which determines the significance and requires certain skills and expertise; (2) the skill and expertise is obtained by using the theory and the scientific method is based on specific disciplines; (3) positions that require higher education in college with longer periods of time; especially in the application and dissemination of professional values itself; (4) in delivering services to the public, members of the profession are always committed to the code of conduct are supervised and controlled by the relevant professional organizations; (5) notwithstanding, members of the profession can freely and freely give a decision in accordance with the profession, so that they are free from the interference of others; and (6) of this office gained high respect in the community, so as to obtain a reward or a high salary, in contrast to other non-work profession.

Meanwhile, according to Sahartian (2000: 9) describes the criteria for a profession as follows: (1) show the form of social services; (2) obtained on the basis of a number of systematic knowledge; (3) requires a long period of education and training; (4) has a characteristic that a person has a high autonomy; (5) usually has a code of ethics; and (6) a profession is generally no growth in-service.

Various sharp criticism from different viewpoints continuously addressed to the national education for various reasons and interests. Teachers as educators is a noble figure in the eyes of the public, this is the teacher hands of a brilliant generation booked from when they have not been able to write until he could write and so on. Teachers meaningful as a professional educator with a primary task of educating, teaching, guiding, directing, train, assess, and evaluate students in formal education. The main task will be effective if the teacher has a degree of professionalism particular reflected "competence, proficiency, skills, or skills that meet quality standards or norms of conduct of certain" Danim, 2010: 44)

To support the school's progress is also important regarding pedagogical competence of teachers , Pedagogical competence of teachers is one type of competence indispensable master teacher. Pedagogical competence is basically the ability of teachers to manage the education of students. Pedagogical competence is a distinctive competence that will differentiate teachers to other professions and will determine the level of success of the process and learning outcomes learners. Competence itself is defined as the knowledge, skills, and basic values are reflected in the habit of thinking and are acting, the specification of the knowledge, skills and attitudes in have someone as well as its application in job retention, in accordance with the performance standards required by the courts.

Meanwhile, according to the pedagogic competence Sagala (2011: 158) are: The ability of educators to create an atmosphere and varied learning experience in the management of learners who meet the curriculum prepared namely how educators (1) have the insight or understanding educational foundation; (2) have an understanding of learners; (3) is able to develop the curriculum / syllabus; (4) capable of drafting learning; (5) carry out learning and educating and dialogue; (6) to evaluate the results of learning with the correct procedures; and (7) were able to develop the potential of students to actualize their potential.

It must be realized together that the competency of each teacher will show the actual quality of the teacher, materialized in the form of acquisition of knowledge, skills and professional attitude to exercise their functions as teachers. Teacher competency standard is a statement of the required criteria, defined and agreed upon in the form of acquisition of knowledge, skills and attitude for an educator to be called competent. The goal is a guarantee of a minimum level of competency under their control, can perform their duties professionally, can be developed effectively and efficiently and can cater for parties interested in the learning process to the best of their respective sectors.

SD Negeri 104230 Tanjung Sari District of Batang Kuis Deli Serdang regency is one of the State Primary School under the auspices of the Department of Education UPTD district of Batang Kuis located in the village of Tanjung Sari district. Batang Kuis that is constantly innovating in school improvement. Based Pre-Survey conducted by researchers; (1) SD Negeri 104230 Tanjung Sari is one unit of primary education are included in the category Top and Favorite and in trust by the public is able to generate out-put quality, (2) Quality of graduate students based on the results of School Final Examination (UAS / UN) very good and above the average standard that has been determined.

Based on the above, researchers will focus on the study of this research on aspects of what is being done SD Negeri 104230Tanjung Sari in improving the pedagogical competence of teachers and the factors that become an obstacle in developing the pedagogical competence of teachers in SD Negeri 104230Tanjung Sari. As for the formulation of this study are: a) what type of increase pedagogical competence of teachers SD Negeri 104 230 Tanjung Sari do ?; b) how to increase pedagogical competence of teachers SD Negeri 104 230 Tanjung

Sari do ?; c) whether efforts to increase pedagogical competence of teachers who do can help teachers cope with the problem as educators ?; what are the factors that become an obstacle in efforts to increase pedagogical competence of teachers SD Negeri 104230 Tanjung Sari ?; how solutions to overcome the limiting factor?

The general objective of this study was to determine how efforts to increase pedagogical competence of teachers in SD Negeri 104230Tanjung Sari district Batang Kuis. But specifically the goal of this research is to: a) know the type of increase pedagogical competence of teachers SD Negeri 104 230 Tanjung Sari do; b) know the process of improvement of pedagogical competence of teachers SD Negeri 104 230 Tanjung Sari; c) determine the extent to which the increase pedagogical competence of teachers who do can help teachers cope with the problem as an educator; d) know the type of obstacle in efforts to increase pedagogical competence of teachers in SD Negeri 104230Tanjung Sari; e) determine the Tanjung Sari 104 230 public primary schools in overcoming a limiting factor.

Further benefits of the research results obtained from this research is expected to have two forms of benefits, the benefits of theoretical and practical benefits. The theoretical benefits. This research is expected to contribute as a consideration to the stakeholders of education in Indonesia in making and designing patterns to improve the competence of teachers in Indonesia especially those on pedagogical competence of teachers. Practical benefits. In addition to the theoretical benefits, this research is also expected to contribute in practical terms. The practical benefits are expected as follows: a) for researchers, increase knowledge and insight into the practices of teacher development; b) for teachers, can be used as additional experience and new insights to develop competencies so as to boost the spirit of professionalism in performing their duties and obligations as a teacher; c) for the Principal, can be considered to establish a decision and policies in order to develop the competence of teachers especially those pedagogic competence to achieve optimal results in implementing educational programs and teaching; d) to the founders or the chairman of the foundation of the school would be used as an alternative strategy or in human resource development in order to improve the quality of school teachers in the eyes of society in general, and specifically the quality of teachers.

II. METHODS

This study was conducted in SD Negeri 104230Tanjung Sari subdistrict Batang Kuis Deli Serdang. The study began in July 2016 to the saturation of information found in the field of research. In this study the researchers refer to the parameters proposed by Miles & Humberman (2009: 50) to determine the source of information, namely: "context (ambience, state, background), actors, events and processes". The following resources serve researchers in this study by using the four parameters:

Table Resources:

Parameter	Site 104 230 primary schoolTanjung Sari
Context	Teachers's room, principals's room, Classroom, Office of the school supervisor Dikpora Batang Kuis.
Perpetrators,	The principal the Committee, Chief UPTD, grade teacher, teacher of Islamic religion, Christian religion teacher, physical education teacher, sports and health (PJOK), the superintendent of schools.
Events	Learning in the classroom, a school meeting, discussion forums teachers, and cases that occur in school or out of school related research focus
Process	Activity teacher teaching in class, discussion of teachers, as well as matters relating to the research focus

of this study who became The main instrument is the researchers themselves. The researcher as an instrument of conduct adhered to focus on extracting information, the conceptual framework and research questions. To explore this information, the researchers conducted with observation technique, interviews, and review the documents related to the focus of research. Researchers dropped directly spaciousness research with a view to collecting the data expected. When the field data collection takes place, researchers will be adhering to the conceptual framework and research questions as a reference. Thereby the research questions that will be the focus in the field of data collection.

Data collection procedures as a part of research and is the most important step to get the data. In the field of data collection, researchers using observation, interviews and documentation study. Analysis during data collection was done by a) making sheet summary of the document; b) make the code; c) create a memo; d) a summary of the interim; e) build categories. Mechanical examination of the validity of data in this study using a credibility or degree of trust by using the technique of inspection: extend the time of data collection, negative case analysis, triangulation data. a) an extension of time of data collection; b) negative case analysis; c) triangulation.

III. Results And Discussion

The results of this study aimed to reveal the findings of a study based on the focus of research is increasing primary school teachers' pedagogical competence in SD Negeri 104230 Tanjung sari is one of the best primary schools in the Department of Education. In planning the vision and mission of the school, the school considering the competence of the school and community expectations of the school, the type and quality of education services as expected by parents and the community so that the vision and mission of the school can be used as a common reference for the wheels of education in SD Negeri 104230 Tanjung sari. Self development activities for high school students have some extra-curricular, extracurricular activities consist of scouting, dance, Nasyid and angkung. All extracurricular activities goes according to a predetermined schedule and have a different coach. From the fourth extracurricular extracurricular Scouts have nicks excellent achievements, both performed at a sub-district and district levels.

Improved pedagogic competence.

Based on the research findings, program principals in enhancing the competence of teachers in SD Negeri 104230 Tanjung Sari is one of the priorities for the competence of teachers is considered particularly influential on school improvement and learners. Increasing teachers' pedagogical competence has been done by the principal through several efforts, among others, to involve teachers in training activities related to education

The Working Group Master

In addition the school also makes container KKG (Teachers Working Group) in schools as a means of communication among teachers and equity of school education knowledge that routinely was done every two weeks.

Supervision

In addition the school also held supervisory activities in an effort to evaluate the performance of teachers in teaching. Supervision is done as a form of guidance to teachers for classroom teaching activity with the hope of improving the pedagogical competence of the teacher. The school principal together with school inspectors regularly carry out the supervision activities every quarterly.

MGMP

Other efforts in the improvement of pedagogical competence of teachers through extracurricular companion hiring teachers and subject teachers deliberation (MGMP). Appointment teacher assistant extracurricular and MGMPs is one improvement of pedagogical competence of teachers by positioning classroom teachers as a companion every extracurricular activities with the aim to add new knowledge for teachers and can apply their knowledge independently to the students and participated subject teachers inside the container MGMPs districts held each month. Increased competence of teachers SD Negeri 104 230 Tanjung Sari also done independently by the teacher. Efforts are made to learn to make creative learning and learning support to buy books independently.

Obstacle factor. Efforts to increase pedagogical competence of teachers in SD Negeri 104230 Tanjung Sari walked less than the maximum because of the other programs related about the increase pedagogical competence of teachers is not running. This happens due to limitations of the budget funds are not able to finance the entire program.

In addition to the funds, low motivation of teachers especially those who belong to the age old teacher and teaching infrastructure also be a limiting factor increase pedagogical competence of teachers in SD Negeri 104230 Tanjung sari. low motivation of teachers due to age and health. School principals routinely continuously motivate through briefings to raise awareness of school teachers and creating an atmosphere full of intimacy to motivate fellow teachers.

IV. Conclusion

Based on the exposure data and the above results related to research on the improvement of pedagogical competence of teachers in SD Negeri 104230 Tanjung Sari can be concluded that the increase pedagogical competence of teachers in SD Negeri 104230 Tanjung Sari performed as follows: a) to involve teachers in training, SD Negeri 104230 Tanjung Sari to involve teachers in training as an effort to increase teachers' pedagogical competence. Schools send some teachers as representatives for training. The teacher sent the share their knowledge during the training to other teachers in the school KKG forum; b) Teachers Working Group (KKG), Teachers Working Group (KKG) SDN 104 230 Tanjung Sari formed as activities equalization and increase teacher knowledge about information, issues and events of social, advances and new discoveries related with education. The activity was held at the school twice a month. Equalization of educational information is important for teachers in SD Negeri 104230 Tanjung sari. Teacher sent training responsible

reiterated the results of such training to other teachers in the forum KKG. Thus equalization of educational information environment of SD Negeri 104 230 Tanjung sari can be achieved and impact on improving the pedagogical competence of teachers themselves; c) the appointment of teacher assistant, one effort to increase pedagogical competence of teachers in SD Negeri 104230Tanjung Sari through the appointment of teachers. Teacher assistant in question is the classroom teacher who gets the additional duty of the principal to assist students participating in extra-curricular activities along with coach / instructor activity; d) Supervision, Supervision of activities aimed to evaluate the ability of teachers in teaching. Supervision activities at SD Negeri 104230 Tanjung sari held every quarter once by supervisors along with the principal. The results of the discussion back to the supervision of the teacher concerned as a follow-up coaching; e) Subject Teachers Council (MGMPs), MGMPs activities intended for teachers of subjects consists of subjects Religion and Physical Education, Sport and Health (PJOK). SD Negeri 104 230 Tanjung sari to involve subject teachers into the container MGMP district level as an effort to increase teachers' pedagogical competence. The objective of SD Negeri 104230 Tanjung sari to participate in subject teachers in MGMP district forum activities is expected that teachers can maintain their professionalism quality as teacher of study subject to the demands of school era and needs.

References

Books:

- [1] Nasution, Irwan. & Amiruddin. 2009. Manajemen Pengembangan Profesionalitas Guru. Bandung: Citapustaka Media Perintis.
- [2] Sagala, Saiful. 2011. Kemampuan Profesional Guru dan Tenaga Kependidikan. Bandung : Alfabeta
- [3] Sahertian, Piet. 1994. Profil Pendidik Profesional. Yogyakarta: Andi Offset
- [4] Danim, Sudarwan. 2010. Profesi Kependidikan. Bandung: Alfabeta
- [5] Miles, M.B. & Huberman, A.M. 1992. Analisis Data Kualitatif terj. Tjetjep Rohendi Rohidi. Jakarta: Universitas Indonesia.

Toto Mulya "Improvement of pedagogic Competency Teacher SD Negeri 104230 Tanjung Sari District of Batang Kuis." *IOSR Journal of Research & Method in Education (IOSR-JRME)* , vol. 8, no. 1, 2018, pp. 84-88.