

Lecturers' Pedagogic Competence Profile of Politeknik Penerbangan Palembang

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Abstract: This study was conducted to determine the pedagogic competency profile of Politeknik Penerbangan Palembang lecturers in the Diploma IV Study Program in Airport Engineering Technology (TRBU), Diploma III Airport Management Study Program (MBU) and Diploma III Aviation Rescue and Fire Fighting Study Program (PPKP). The type of research used in this research is descriptive quantitative. The research subjects were all lecturers from each study program, both PSDT lecturers and practitioner/industry lecturers. The data used is data collected through observation, questionnaires and documentation studies. Data analysis uses the average and percentage scores. This study aims to look at the pedagogic abilities of lecturers who are assessed through 5 (five) assessment indicators. The results of this study indicate the ability of pedagogic competence on indicators of understanding students in depth (23.18%) designing learning including understanding the educational foundation for the benefit of learning (20.01%) carrying out learning (21.46%) designing and implementing learning evaluations (20.012%) developing competence students to actualize their various competencies (20.012%) overall the lecturer's pedagogical competence (47.28%) is in the good category. Indicators of success can be seen in the results of the pedagogic competence of Politeknik Penerbangan Palembang lecturers who currently have good pedagogic competence. These results have implications for giving awareness to lecturers of the importance of mastering pedagogic competencies as an effort to improve the quality and quality of the education system at the Politeknik Penerbangan Palembang.

Keywords: Lecturer, Pedagogic Competence, Profile

A. Introduction

National education functions to develop capabilities and improve the quality of life and dignity of Indonesian people in achieving national goals. Republic of Indonesia Law Number 20 of 2003 concerning the National Education System explains that education is a conscious and planned effort to create a learning atmosphere so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills. needed by himself, society, nation and state. One of the main factors that determine

the quality of education in order to achieve these educational goals is the teacher. It is the teacher who is at the forefront of creating human resources. The teacher deals directly with students in the classroom. This shows that teachers are required to be competent in their profession (Maiza and Nurhafizah, 2019).

Irwantoro and Suryana (2016) explains that the competencies that must be mastered by teachers include at least pedagogic competence, professional competence, social competence and personality competence. Mulyasa (2013) explains that pedagogic competence is the ability to manage student learning, design, and implement learning, evaluate learning outcomes and develop students to actualize their various potentials (National Education Standards, Article 28 Paragraph (3) Point a. Competence is something in which there is a person's qualifications or abilities, both in the qualitative and quantitative fields (Fatimah, 2020). In the world of education, the term competence is very close to teachers.

Because, in carrying out their duties the teacher must have competencies so that the objectives of learning can be achieved. The term teacher competence can be interpreted as the ability possessed by each teacher in the process of providing material or learning in the form of skills and skills to manage the tasks assigned to him. One of the competencies that must be possessed by teachers is pedagogic competence and this type of competence is the focus of researchers in this study.

The term "Pedagogic" is a term that is understood and often appears in the world of education, especially teachers. The word pedagogic comes from the Greek "Paedos" which means child and "Agogus" which means guiding (Setyawan C, 2017). Basically pedagogic competence is one of the teacher's abilities in managing learning. Pedagogic competence is a special competency that will distinguish the teaching profession from other professions, because if the teacher masters this competency with good professionalism it will determine the process and learning outcomes of students (Malik, 2013).

Pedagogic competence is needed to carry out the duties of a teacher. Based on Law Number 14 of 2005 concerning Teachers and Lecturers explained that pedagogic competence is the ability of a teacher to manage learning processes related to students, including understanding insights or educational foundations, understanding of students, developing curriculum or syllabus, designing learning, implementing educational learning, utilization of learning technology, evaluation of learning outcomes, and development of students to actualize their various potentials (Imas, 2017).

The term pedagogy is developing rapidly, in fact, almost all orders of interaction between humans have the nuances of gogi or gogy. In Law no. 14 of 2005 concerning Teachers and Lecturers (UUGD), one of the competencies that must be possessed by teachers is pedagogical competence, in addition to social competence, personal competence, and academic or professional competence. Since the birth of the UUGD, every teacher or prospective teacher who takes the competency test, one of the test subjects is pedagogical competence (Danim, 2021).

Today there are many challenges faced by the world of education (Putri, et. al. 2014). This must be corrected for better results in the teaching and learning process. The learning process is an active learning activity in assembling experiences, using real problems found in their environment. Learning is not passive, learning is an active process of gaining experience, knowledge and new information.

After learning a person has the skills, abilities, attitudes, and values. Hamalik (2012), states that learning is a combination composed of human elements, materials, facilities, equipment, and procedures that influence each other to achieve learning objectives. Competence is a set of knowledge, skills and behaviors that must be possessed, mastered and actualized by teachers in carrying out professional tasks (Sutisna & Widodo, 2020; Triyusmidarti & Fauziyah Harahap, 2017).

Teacher competence is the ability of a teacher to carry out his obligations in a responsible and appropriate manner (Sulfemi & Yuliana, 2019). However, what is happening in the field of teacher competence today is still diverse. One of the educational crises in Indonesia, teachers have not been able to show adequate performance (Sumiarsi, 2015). Teachers in managing learning need attention, because education in Indonesia is considered less successful from a pedagogical aspect (Afriyani, et. al., 2017).

This is evidenced by the frequent finding of teachers who are still not optimal and even unable to plan the learning process, carry out the learning process and evaluate the learning process and learning outcomes (Saputri & Purwadi, 2017; Wahyuni & Berliani, 2018). It is said that educators do not meet the qualifications as educators who are competent in managing learning (Darimi, 2015). Therefore, in the learning process the teacher must master the competencies needed to produce quality learning (Dody, 2016).

B. Literature Review

Government Regulation (PP) Number 19 of 2005 concerning National Education Standards (SNP), Article 28 Paragraph 3 which states "the competence of educators as learning agents at the levels of primary and secondary education and early childhood education includes: pedagogic competence, personality competence, competence professional, social competence. In Government Regulation Number 19 of 2005 concerning SNP, Article 28 Paragraph (3) point a stated that pedagogical competence is the ability to manage learning, evaluate learning outcomes, and develop students to produce their various potentials.

Teachers are adults who are responsible for guiding children to achieve goals (Uyoh, 2015). The teacher is also a profession that has responsibilities as an educator, mentor and leader for students (Setyowati, 2013). In essence, the task of a teacher is to save people from stupidity, bad traits and behaviors that destroy their future.

The term "Pedagogic" is a term that is understood and often appears in the world of education, especially teachers. The word pedagogy comes from the Greek "Paedos" which means children and "Agogus" which means to guide. Basically,

pedagogical competence is one of the teacher's abilities in managing learning. Pedagogic competence is a special competency that will distinguish the teaching profession from other professions, because if the teacher masters this competency with good professionalism, it will determine the process and learning outcomes of students. Pedagogic competence is needed to carry out the duties of a teacher.

The term pedagogy is often used to mean the art, approach, science, method and practice of teaching in general. The science of education is made possible to enable the formation and acceptance of pedagogy as an academic discipline studied at the university level (Johann, 1906).

Pedagogic is an activity or activity that is being carried out in the form of educational actions such as advising, reprimanding, giving examples that aim to achieve certain educational goals. Pedagogic is a science that not only examines the object to find out how the condition or nature of the object is, but also learns how to act (Sri, 2011). Pedagogy facilitates self-determined learning, where participants are encouraged to research their learning interests and practices, and base their learning on these interests and aspirations.

Pedagogic is also interpreted as the science of children's education whose scope is limited between educators and students. In detail, competence can be translated into sub-competencies and essential indicators, namely (1) understanding students (2) designing learning (3) carrying out learning (4) implementing and designing learning (5) developing students to actualize the various potentials that owned (Widyaningrum, et al., 2019).

The word "Competence" in the Big Indonesian Dictionary (KBBI) is defined as authority or power in determining something. Meanwhile, the word "competent" means a person who is capable, knows, has the power to determine what is appropriate. The competencies associated with the profession according to Syaiful Bahri Djamarah explained the definition of these competencies, namely competence as an adequate task, or having the knowledge, skills demanded by one's rank and position. So, said competence itself is based on people who have certain knowledge or skills.

Pedagogic competence is defined as a set of knowledge, skills and attitudes possessed by teachers in guiding students in the learning process to achieve maturity and independence (Karom et al., 2014; Khofiatun, et. al., 2016; Umi, et. al., 2019). Pedagogic competence includes good, broad and deep knowledge of the subject or learning material. A pedagogical teacher must demonstrate good skills in using and applying both practical knowledge (Kinanti and Zaka, 2021).

C. Methods

This study used a quantitative descriptive research method using numbers and then explained using sentences. The research was carried out at the Politeknik Penerbangan Palembang on TRBU Diploma IV Study Program, MBU Diploma III Study Program and D. III PPKP Study Program on 18 - 30 November 2022. This study aims to measure the current pedagogical competence of lecturers based on 5 (five)

indicators. The population of this study were all lecturers at the Politeknik Penerbangan Palembang, both PSDT lecturers and practitioner/industry lecturers, totaling 38 people.

To obtain optimal results, a minimum sample calculation is carried out according to the paired numerical analytic research method (Dahlan, 2010):

$$n_1 = n_2 = \left(\frac{(Z_\alpha + Z_\beta)S}{X_1 - X_2} \right)^2$$

Information:

Z_α = standard deviation alpha = 1,64

Z_β = standard deviation beta = 1,28

S = standard deviation of the difference in values between groups

$X_1 - X_2$ = the minimum differences in mean that is considered significant

The error value that is considered significant is 8.4. Because there is no data regarding the standard deviation of the mean difference, a standard deviation of 11 times is used for the minimum difference in the mean which is considered significant. However, in this study there is no minimum sample required, because the study will use *total sampling*. The inclusion criteria of this study were all lecturers at the Politeknik Penerbangan Palembang who filled out the informed consent sheet and the complete examination questionnaire. Incomplete or incomplete data were the exclusion criteria from this study.

The data collection technique is to use participant observation from a test questionnaire filled out by research samples via the *Google form*. The data analysis carried out in this study was a Likert scale test conducted on lecturers at the Politeknik Penerbangan Palembang. The research questions in the Questionnaire used include 5 (five) indicators: 1) understanding students in depth; 2) designing learning including understanding the educational foundation for the benefit of learning; 3) implementing learning; 4) designing and implementing learning evaluation; and 5) developing student competencies to actualize their various competencies (Widyaningrum, et. al., 2019). The collected data were analyzed using qualitative and quantitative descriptive analysis.

D. Results and Discussion

Elements of pedagogic competence can be translated into sub-competencies and essential indicators, namely (1) understanding students (2) designing learning (3) carrying out learning (4) implementing and designing learning (5) developing students to actualize the various potentials they have (Widyaningrum, et. al., 2019). Research questions have been given via *google form* to 38 respondents who are lecturers at the Politeknik Penerbangan Palembang with the following results:

Table 1. Processed Research Data

| No | Research Question | Score | | | | |
|----|--|--------|-----|-------|-------|-------|
| | | 1 | 2 | 3 | 4 | 5 |
| 1 | Understand students in depth | | | | | |
| | Lecturers understand the characteristics of students through their intellectual and emotional aspects | | | 18.2 | 45.5 | 36.4 |
| | Lecturers understand the characteristics of students through aspects of their background | | 9.1 | 27.3 | 36.4 | 27.3 |
| | Students are fulfilled their curiosity | | | | 72.7 | 27.3 |
| | Students have the courage to think | | | | 54.5 | 45.5 |
| | Students feel comfortable in learning activities | | | 18.2 | 54.5 | 27.3 |
| | Total | 0 | 9.1 | 21.3 | 52.72 | 32.76 |
| | Average | | | 23.18 | | |
| 2 | Designing learning Lecturer | | | | | |
| | Lecturers understand the foundation of education | | | 9.1 | 45.5 | 45.5 |
| | Lecturers are skilled at designing learning strategies | | | 18.2 | 54.5 | 27.3 |
| | Lecturers are able to choose the right learning method | | | 9.1 | 63.6 | 27.3 |
| | Lecturers prepare lecture contracts that will be delivered at the beginning of learning | | | 27.3 | 45.5 | 27.3 |
| | Lecturers arrange interesting teaching materials | | | 18.2 | 54.5 | 27.3 |
| | Total | 0 | 0 | 16.38 | 52.72 | 30.94 |
| | Average | 20.01 | | | | |
| 3 | Carry out learning | | | | | |
| | Lecturers are able to control the class | | 9.1 | 9.1 | 36.4 | 45.5 |
| | Lecturers are able to liven up the classroom atmosphere | | | 18.2 | 36.4 | 45.5 |
| | There is eye contact between lecturers and students in learning | | | 9.1 | 63.6 | 27.3 |
| | The lecturer delivers learning material according to the Semester Learning Plan (RPS) | | | 9.1 | 54.5 | 36.4 |
| | The learning objectives according to the lecture contract have been achieved | | | 9.1 | 63.6 | 27.3 |
| | Total | 0 | 9.1 | 10.92 | 50.9 | 36.4 |
| | Average | 21.46 | | | | |
| 4 | Implement and design learning | | | | | |
| | Lecturers know the assessment indicators of evaluation results well | | | 9.1 | 54.5 | 36.4 |
| | The assessment of the evaluation results is carried out in an object manner | | | 9.1 | 36.4 | 54.5 |
| | The evaluation design is contained in the lecture contract and becomes an agreement with students | | | 18.2 | 45.5 | 36.4 |
| | Evaluation before and after the learning process is carried out to see the output of students | | | 18.2 | 36.4 | 45.5 |
| | Evaluation is carried out as a reviewer for lecturers in determining appropriate learning strategies and methods | | | 18.2 | 36.4 | 45.5 |
| | Total | 0 | 0 | 14.56 | 41.84 | 43.66 |
| | Average | 20.012 | | | | |
| 5 | Develop students to actualize their various potentials | | | | | |

| | | | |
|---|--------|------|-------|
| Lecturers have provided the widest possible facilities for students to actualize their various competencies | 9.1 | 45.5 | 45.5 |
| Educational institutions support every lecturer who finds certain talents in students | 18.2 | 27.3 | 54.5 |
| Lecturers are able to guide students through educational and communicative learning processes | 18.2 | 45.5 | 36.4 |
| Lecturers are able to stimulate students to think creatively and innovatively | 9.1 | 45.5 | 45.5 |
| Lecturers show appreciation/rewards to students who are able to demonstrate their competence | 9.1 | 27.3 | 63.6 |
| Total | 0 | 0 | 12.74 |
| Average | 20.012 | | 38.22 |
| | | | 49.1 |

Assessment uses a Likert scale with the following scoring:

5 = Very Good

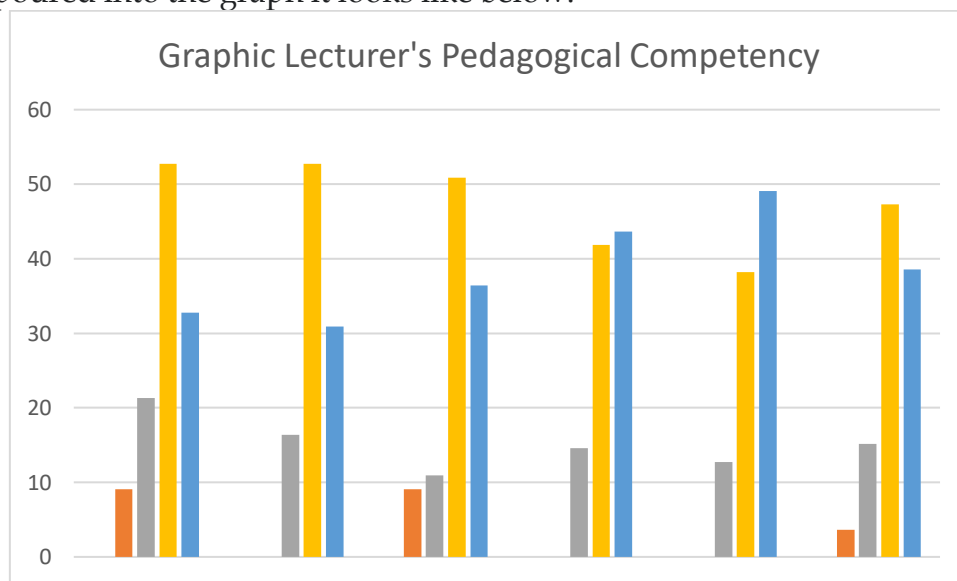
4 = Good

3 = Neutral/Ordinary

2 = Not Good

1 = Very Bad

If poured into the graph it looks like below:



Indicator 1 Indicator 2 Indicator 3 Indicator 4 Indicator 5
 Score 1 Score 2 Score 3 Score 4 Score 5

Figure 1. Graph of Lecturer Pedagogic Competence

Table 2. Total Lecturer Pedagogic Competency Scores

| | Score 1 | Score 2 | Score 3 | Score 4 | Score 5 |
|-------------|---------|---------|---------|---------|---------|
| Indicator 1 | 0 | 9,1 | 21,3 | 52,72 | 32,76 |
| Indicator 2 | 0 | 0 | 16,38 | 52,72 | 30,94 |
| Indicator 3 | 0 | 9,1 | 10,92 | 50,9 | 36,4 |
| Indicator 4 | 0 | 0 | 14,56 | 41,84 | 43,66 |
| Indicator 5 | 0 | 0 | 12,74 | 38,22 | 49,1 |
| Average | 0 | 3,64 | 15,18 | 47,28 | 38,572 |

D. Conclusion

Respondents in this study were Politeknik Penerbangan Palembang Lecturers in the Diploma IV Study Program in Airport Engineering Technology (TRBU), Diploma III Program in Airport Management (MBU) and Diploma III Study Program in Fire Fighting Rescue and Prevention (PPKP). This study used total sampling, out of a total of 38 research samples, there were 3 (three) incomplete or incomplete data samples which were the exclusion criteria from this study. The results of this study indicate the ability of pedagogic competence on indicators of understanding students in depth (23.18%) designing learning including understanding the educational foundation for the benefit of learning (20.01%) carrying out learning (21.46%) designing and implementing learning evaluations(20.012%) developing competence students to actualize their various competencies (20.012%) overall the lecturer's pedagogical competence (47.28%) is in the good category. Indicators of success can be seen in the results of the pedagogic competence of Politeknik Penerbangan Palembang lecturers who currently have good pedagogic competence.

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