

## Strategic Management in Improving Teacher's Pedagogical Competence in Ponggok Primary School

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**ABSTRACT:** *This research base on quality of education in Indonesia has been developing, with various programs undertaken by the government to continue improving the quality of education and quality of educators. This research is a qualitative research, the researcher does not use statistical data in data collection and analysis. The data needed in this study is the qualitative data, using a descriptive approach that is research that intends to make a description of the situations or events. The results of this research are that teacher pedagogic competence is the ability of teachers in managing learners learning that includes understanding of learners, planning and implementation of learning, evaluation of learning outcomes, and development of learners to actualize the various potentials it has. The application of ten pedagogic competence indicators, it is generally known that the pedagogical competence of the teachers of SDN Ponggok is sufficient, because the teachers of SDN Ponggok have prepared the lesson plan each time will teach, the RPP has been in accordance with predefined curriculum standard, using the strategy/approach appropriate, utilizing the media to enable students, master the material, process assessment and results.*

**Keyword:** Strategic Management, Teacher's Pedagogical Competence

### Preliminary

The development of science ultimately requires the public to always update and improve the quality of self in order to be able to face the challenges of the times. Responding to the challenges of the times it is time for various elements of society to carry out

revitalization including in education, educational institutions and leadership paradigm shift in educational institutions today.

Quality of education in Indonesia has been developing, with various programs undertaken by the government to continue improving the quality of education and quality of educators. The government has planned programs in the short term as well as in the long term so that the quality improvement program and the quality of education in Indonesia occur in a sustainable manner. Education is a conscious and planned effort to create an atmosphere of learning and learning process so that learners actively develop their potential to have spiritual power, self-control, personality, intelligence, noble character, and skills needed him, society and nation.<sup>1</sup>

The government improves the quality of education through various policies, including teacher and lecturers certification policies, school operational assistance, and set national standards as outlined in Government Regulation no. 19 of 2005 on National Education Standards. Education standards include content standards, processes, personnel, facilities and infrastructure, management, evaluation, financing and competence of graduates.<sup>2</sup>

With the existence of national standards, then the direction of improving the quality of education in Indonesia becomes more clear. If each educational unit has achieved or exceeded the national standard of education, then the quality of the educational unit can be stated high. Various policies that encourage improving the quality of education have been established and implemented, in the hope that the quality of education can gradually increase at a high gradation.

In this regard, it will be evaluated how the development trend of the quality of education in Indonesia, as a result of these policies. Since the National Education Standards have been established in 2005 and have been implemented, the evaluation of the quality of education will be based on the National Education Standards. Today quality not only becomes a problem and concern in the business field,

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<sup>1</sup> *Undang-undang Sisdiknas No. 20 tahun 2003*

<sup>2</sup> Sabar Budi Raharjo, *Evaluasi TREND Kualitas Pendidikan di Indonesia*, (Jurnal Penelitian dan Evaluasi Pendidikan, Tahun 16, Nomor 2, 2012 ), 514

but also in other fields. Such as government, social services, education and even the field of security and order<sup>3</sup>.

In improving and promoting education, strategies are needed. Strategies are important policies of the school / madrasah to be used as a benchmark in programming. To produce a good output, it is necessary to note the quality standards of the process within the institution. For each institution, quality is the main agenda and quality improvement is the most important task.<sup>4</sup>

Educational institutions must be managed, in order to be able to compete on a regional, national and even international scale. Professional competence is one of the essential elements needed in managing educational institutions. One of them is the pedagogic competence of teachers in managing the students. Therefore, the pedagogic competence of teachers should be improved through efforts to improve the qualifications of education as a basis for the formation of their competencies, both related to academic competence and professional competence. Thus, the quality of performance and achievement of learning quality targets generated will increase.

The development of the quality of human resources is not an easy and simple issue, as it requires a deep and broad understanding on the level of basic human concept formation and mature calculation in institutional preparation and financing.<sup>5</sup> Efforts to develop and improve the quality of human resources can be done through various ways, including through education. Education is a path of increasing the quality of human resources that emphasizes on the formation of basic quality, such as faith and piety, personality, intelligence, discipline, creativity and so on.<sup>6</sup>

Human resources concept will develops when it is known and based on that human beings that contain various aspects of human resources even as a source of energy. Humans not only have the element of numbers, such as the notion of the population, but also

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<sup>3</sup> Nana Syaodih Sukmadinata. dkk, *Pengendalian Mutu Pendidikan Sekolah menengah: Konsep, Prinsip, dan Instrumen*. Bandung: Refika Aditama, 2006)

<sup>4</sup> Edward Sallis, *Total Quality Management in Education*; penerj, Ahmad Ali Riyadi dan Fahrurrazi (New York: Psychology press, 2002), 23

<sup>5</sup> A. Malik Fajar, *Reorientasi Pendidikan Islam*, (Jakarta: Fajar Dunia, 1999, Cet. I), 156

<sup>6</sup> Abdul Latif, *Pengembangan Sumber Daya Manusia yang Berkualitas Menghadapi Era Pasar Bebas*, (Jakarta: DPP HIPPI, 1996), 11

the quality. Notoatmodjo concluded that what is meant by macro human resource development is a process of improving the quality or human ability in order to achieve a process of improving the quality or ability of human beings in order to achieve a goal of nation development.<sup>7</sup>

Educators are professionals in charge of planning, implementing the learning process, assessing learning outcomes, conducting mentoring and training and conducting research and community service. According to the 1<sup>st</sup> clause of Constitution no. 20 of 2003 on the National Education System stated that educators are qualified personnel as teachers, lecturers, counselors, *pamong* learn, *widyaiswara*, tutors, instructors, facilitators, and other designations in accordance with the specificity, and participate in providing education.<sup>8</sup>

### **Research methods**

This research is a qualitative research, the researcher does not use statistical data in data collection and analysis. The data needed in this study is the qualitative data, using a descriptive approach that is research that intends to make a description of the situations or events. Researchers will focus on pedagogic competence, which is the ability to manage learners' learning that includes understanding of learners, planning and implementation of learning, evaluation of learning outcomes and the development of learners to actualize various potentials. The researcher focused on the implementation of strategy management in improving teacher pedagogic competence in SDN Ponggok Kediri.

### **Teacher Pedagogic Competencies**

National Education System Constitution Number 20 of 2003 states that citizens are entitled to quality education. In support of that expectation, the Indonesian government sets the standard of academic qualification and teacher competence as stipulated in the Regulation of the Minister of National Education No. 16 of 2007.

Teachers are professionals in charge of planning and implementing the learning process, assessing learning outcomes,

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<sup>7</sup> Soekitjo Notoatmodjo, *Pengembangan Sumber Daya Manusia*, (Jakarta: Rineka Cipta, 1998, Cet. II, 2-3

<sup>8</sup> Lihat Undang-undang No 20 Tahun 2003 pasal 1 dan pasal 39

conducting mentoring and training, and conducting research and community service.<sup>9</sup> Teachers are professional educators with the primary task of educating, teaching, guiding, directing, training, assessing and evaluating learners in early childhood education formal education, primary education and secondary education.<sup>10</sup>

Teachers are the most decisive component in the overall education system, which should receive central, first and foremost attention. This one figure will always be a strategic spotlight when it comes to educational issues, because teachers are always associated with any component of the education system. Teachers also determine the success of learners, especially in relation to teaching and learning process. Teachers are the most influential component of achieving quality process and quality outcomes. Therefore, any improvement efforts undertaken to improve the quality of education will not contribute significantly without being supported by professional and qualified teachers. In other words, the improvement of education must come from the teacher and lead to the teacher as well.

Education on the operational level carried out by people who are really professional, trustworthy and have competence in their field. This is in accordance with the words of Prophet Muhammad SAW:<sup>11</sup>

عن أبي هريرة رضي الله عنه قال: قال رسول الله صلى الله عليه وسلم: إِذَا ضَيَّعَتِ الْأَمَانَةُ فَأَنْتَظِرِ السَّاعَةَ، قَالَ: كَيْفَ إِضَاعَتُهَا يَا رَسُولَ اللَّهِ؟ قَالَ: إِذَا أُسْنِدَ الْأَمْرُ إِلَى غَيْرِ أَهْلِهِ فَأَنْتَظِرِ السَّاعَةَ (رواه البخاري)

*From Abu Hurairah r.a he said, the Messenger of Allah said: If the mandate has been lost (it is not held firmly), then wait for its destruction. He asked: O Prophet, how do people get rid of the trust? the Prophet replied: (ie) if a business (amanah) is handed over to someone who is not an expert, then wait for its destruction. (HR. Bukhari)*

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<sup>9</sup> Undang-Undang Republik Indonesia, Nomor 20 Tahun 2003, tentang Sisdiknas, Bab IX, Pasal 39 Ayat 2e

<sup>10</sup> Undang-Undang Republik Indonesia, Nomor 14 Tahun 2005, tentang Guru dan Dosen, Bab I Pasal 1 Ayat 1, peraturan pemerintah RI Nomor 74 Tahun 2008, Bab I Pasal I Ayat I, (Bandung: CV. Nuansa Aulia, 2009), 52.

<sup>11</sup> Abi Abdullah Muhammad Ibn Isma'il Al-Bukhori, Shahih Bukhori, (Semarang: Maktabah Usaha Keluarga), Juz 1, 21.

Teacher competence is the ability to demonstrate the power of performance that develops through the learning process and carry out the task in facilitating the development of students' potential through the engineering learning atmosphere and learning process that can meet student learning needs. Teacher competencies are developed within a wide range of areas covering four major areas of social, institutional, educator and individual groups, as well as in the classroom environment.

All teacher competencies must be integrated in the appearance of himself that is integrated with the internal environment and external environment of the school covering the scope of the external environment, the environment of the educational institution or the scope of the school, the scope of himself and the class. Adaptation of teachers in the four scopes above depends on how strong the ability to learn through mastery of science and the best skills in performing professional duties as education, teachers, and trainers.

In the Qur'an that provides clues related to the learning process is an-Nahl verse 125:<sup>12</sup>

ادْعُ إِلَى سَبِيلِ رَبِّكَ بِالْحُكْمِ وَالْمَوْعِظَةِ الْحَسَنَةِ ۗ وَجَادِلْهُمْ بِالَّتِي هِيَ  
أَحْسَنُ ۚ إِنَّ رَبَّكَ هُوَ أَعْلَمُ بِمَنْ ضَلَّ عَنْ سَبِيلِهِ ۗ وَهُوَ أَعْلَمُ بِالْمُهْتَدِينَ

*Call (humankind) into the path of your Lord with wisdom and good lessons and dispute them in a good way. Your Lord is He who knows better than who is lost from His ways, and He is the one who knows the guidance. (QS. An-Nahl : 125)*

In learning there is an effective teaching method. In order to be effective, teaching should go beyond just delivering the content of the lesson with a lecture style only, but also teaching interactively that the interaction between teachers and students is indispensable in teaching and learning. In various studies, among them in England and Wales shows that overall interactive teaching is one of the most strongly related factors to student learning outcomes.<sup>13</sup>

Quality of learning as desired above, can be seen from the process and results. In terms of process, learning is said to be successful or qualified if all or most of the students are actively

<sup>12</sup> Q.S An Nahl : 125

<sup>13</sup> David Reynolds, Daniel Muijs, *Effective Teaching (Evidence and Practice)*, (Yogyakarta: Pustaka Pelajar, 2008), cet I, 66-67

involved in the learning process, in addition to showing high passion, great learning spirit and adequate confidence. In terms of results, learning is said to succeed if there is a positive change in learners. Similarly, with the effective and meaningful of a learning, can be said to find success when providing success on the students and teachers themselves.

### **Strategic Environmental Analysis**

Ponggok Kediri Primary School was established in 1975, located in Ponggok village, Mojo district, Kediri district. The school is located very strategically and easily accessible by vehicles and surrounded by settlements, hills and paddy fields. In the last five years, SDN Ponggok graduates every year is always 100% with good value, thus making Ponggok become one of the community's goal to send their children to school. Students of SDN Ponggok various in their social and economic status, most of whom are poor and middle-income families.

Education is also required to always follow the dynamics that occur in social life, economy, information and technology. To that end, the government sets National Education Standards to be met by education providers or schools. To meet the National Education Standards SDN Ponggok evaluates the situation in schools to identify the shortcomings that must be met to be able to run or meet the National Education Standards.

Nowadays educational competition is very tight and almost limitless. Schools that are unable to compete fairly and openly will be left behind by the circumstances. Therefore, SDN Ponggok need to develop and improve continuously by taking into account the resources owned, both human resources and other resources. The condition of SDN Ponggok has students as many as 182 people, teachers as many as 11 people and 1 messenger, support and confidence of stakeholders who support, facilities and infrastructure, and are in the school environment with a religious society.

Teacher pedagogic competence is the ability of teachers in managing learners learn that includes understanding of learners, planning and implementation of learning, evaluation of learning outcomes, and development of learners to actualize various potentials. Pedagogic competence of SDN Ponggok teachers can be analyzed based on ten aspects of pedagogical competence of subject teachers.

Ten aspects of pedagogical competence of subject teachers is a standard that must exist and filled by subject teachers.<sup>14</sup>

Ten aspects of the pedagogical competence of subject teachers as the standard that must be there and filled by the subject teachers are as follows :

1. Mastering the characteristics of learners from the physical, moral, spiritual, social, cultural, emotional and intellectual aspects.

In this aspect the teacher must be able to understand the characteristics of learners from the physical, moral, spiritual, social, cultural, emotional and intellectual aspects. To be able to understand the characteristics of learners there should be a stage of coaching the intimacy between learners and between teachers and learners. This intimacy atmosphere is important to be mastered by educators before starting learning activities. This effort is based on the assumption that learners can not participate optimally in learning activities if they do not know the teachers and other learners are familiar.

2. Mastering learning theories and principles of learning.

Teachers are required to understand various learning theories and principles of educational learning. In this case the teacher can apply various approaches, strategies, methods and learning techniques that educate creatively.

One of the teacher's preparation is making of the Lesson Plans (RPP) before starting the lesson. In this case the teacher of SDN Pongkok at the beginning of the semester all teachers have collected RPP to be used in one semester. This RPP will be evaluated by the principal. From here the researcher can state that all teachers of SDN Pongkok have prepared RPP before teaching. For learning outside the classroom such as English lessons with news materials, here students can learn outside the classroom to search for news that exist around the environment, then written dibuku for assessed by the teacher. For more control of the learning materials and to improve the quality of learning teachers always expanding his knowledge by reading books, internet access and discuss with teachers of the subjects.

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<sup>14</sup> Peraturan Menteri Pendidikan Nasional Nomor 16 Tahun 2007 Tanggal 4 Mei 2007, tentang Standar Kualifikasi Akademik dan Kompetensi Guru

3. Develop curriculum related to subjects.

In this case, the principal of SDN Ponggok familiarizes all teachers of SDN Ponggok to develop the curriculum. The form such as making the Annual Program (*Prota*), Semester Program (*Promes*), Syllabus and Lesson Plan (RPP). In making the RPP the principal requires all teachers to collect all RPPs at the beginning of the semester which are then submitted to the principal for evaluation.

In the making of *prota*, *promes*, syllabus and lesson plan, not all teachers of SDN Ponggok adapt to the principles of educational learning, because of 11 teachers, not all of them pay attention to the following principles:

- a. Goals and competencies to be achieved must be clear and precise.
- b. The program should be simple and flexible.
- c. Programs developed in accordance with established goals and competencies.
- d. The established program should be comprehensive and clear.

4. Organize educates learning.

Organize educating learning is the teacher must be able to understand the principles of educational learning design, implementing educational learning in the classroom, laboratory, or field with the required safety standards, using learning media and learning resources relevant to the characteristics of learners and subjects.

5. Utilizing information and communication technology

Utilization of information technology such as the use of Note Book, LCD, power point, and other props in SDN Ponggok is still lacking because there are still few teachers who utilize and use information technology in learning. the authors conclude that the ability of teachers in utilizing information and communication technology is still lacking so that the need for development and training to improve it. school facilities are still lacking so it needs additional facilities and equipment for activities such as learning a language laboratory that does not exist in SDN Ponggok.

6. Developing the potential of learners to actualize various potentials.

To develop and actualize students' potentials, teachers must provide a variety of supportive facilities. Provide learning activities to encourage students with optimal achievement. SDN Ponggok provides several facilities, among others:

- a. Computer set
- b. Library
- c. Extracurricular activities

SDN Ponggok provides a special day for extra curricular activities schedule. Saturday is a special day for extracurriculars. All learners can follow the extra curricular they want. The extracurricular in SDN Ponggok like scout, Junior Red Cross, and sport.

7. Communicate effectively, empathetically and courteously with learners.

Teachers must understand effective, empathetic and courteous communication strategies. Use a distinctive language in an educational interaction. Teachers at SDN Ponggok become facilitators in terms of communicating effectively, empathetically and courteously with learners, so that the interaction between teachers and students can happen well. In teaching using strong and loud language, communicative with students, courteous, involving students in learning such as invite students to express opinions with presentations or discussions in the classroom, giving appreciation and praise to students who successfully complete the task of the teacher well.

8. Conduct assessment and evaluation of learning processes and outcomes.

In the assessment of learning outcomes, teachers determine the process and learning outcomes that are important to assess and evaluate. Learning activities at this stage are characterized by the involvement of teachers in determining the assessment of learning activities program. Aspects assessed are the processes, outcomes, and influences of learning activities. This assessment includes behavioral changes such as knowledge, skills, attitudes, and values that learners have gained through learning.

At this stage, the teacher first makes the provisions used in the study. For active involvement in the learning process assessed 20%, 30% duty, and final test or 50% written test. For students

who are not active, will not get the value of active engagement. Although the written test get a good value. In the process assessment phase, the outcomes and impact of learning activities have included three domains, namely affective, cognitive and psychomotor.

9. Utilizing assessment and evaluation results for learning purposes.

In this case what teachers have to do in learning, is to evaluate learning. The results of these assessments and evaluations are used to determine learning completeness, design remedial and enrichment programs, communicate assessment and evaluation results to stakeholders ie learners and guardians, utilize information on assessment results and evaluation of learning to improve the quality of learning.

Evaluation and assessment results show the level of learning ability of learners and used as a material follow-up process of learning that has been implemented. The program also identifies material that needs to be repeated, learners who are required to attend remedial and who follow enrichment programs. Evaluation results are used by teachers to know the mastery of learners' materials.

10. Perform reflective actions to improve the quality of learning.

Teachers should be able to reflect on the learning that has been implemented, conduct classroom action research to improve the quality of learning in the subjects taught.

- a. Teachers Working Group (KKG), consisting of teacher subject and class teacher.
- b. Discussion between teacher and principal, inter-teacher discussion. This discussion has not been scheduled so that its implementation is conditional.
- c. Guidance from *UPTD Pendidikan TK / SD Kecamatan Mojo*

### **Conclusion**

Based on the results of research conducted on the Development Strategy of Pedagogic Competence of Teachers at SDN Ponggok, it can be concluded that teacher pedagogic competence is the ability of teachers in managing learners learning that includes understanding of learners, planning and implementation of learning,

evaluation of learning outcomes, and development of learners to actualize the various potentials it has.

Based on the results of the application of ten pedagogic competence indicators, it is generally known that the pedagogical competence of the teachers of SDN Ponggok is sufficient, because the teachers of SDN Ponggok have prepared the lesson plan each time will teach, the RPP has been in accordance with predefined curriculum standard, using the strategy / approach appropriate, utilizing the media to enable students, master the material, process assessment and results.

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