Pedagogic Competency and Teacher Learning Management in Strengthening Implementation of Civic Education Curriculum

by Telly Wua

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Abstract-The main problem in this research is about the low pedagogic competence of teachers and the management of learning in Indonesia which has implications for the low quality of students. This study was conducted with the aim to find out how the pedagogic competence of Civic Education teachers in school and how teachers manage the process of learning Civics. This research is a type of case study research with data collection through observation and interview on Civic Education teacher. This study found that: (1) Pedagogic competence of Civic Education teachers in general already in the excellent category, (2). Civic Education teachers have implemented management in learning Civics. From the results of the research, this study recommends further research on four teacher competencies.

Keywords-competency, pedagogic, management, curriculum, civic education

I. INTRODUCTION

The problem of education aspect in Indonesia has become the urgency nowadays. Education in Indonesia has faced numerous severe problem ranging from human resources such as teachers to the overall education system. The low competence of teachers in Indonesia is assumed to lead to low quality of education in Indonesia. As a result, it the quality of students as the human resources. According to reference [1], teachers are defined as people who provide knowledge to students. Qualified human resources who master the science, technology and a number of skills are absolutely necessary in order to win the competition in the global era. In addition, quality human resources are also needed to drive the industrial sectors of our country.

Preparation of qualified human resources can be done through quality education [2]. Therefore, the teachers should increase their authority because their existence is inevitably essential. The society does not doubt the urgency of teachers for the students and is entirely convinced that the teachers are responsible for the students' growth and educating them to be intelligent and have the right attitude. Reference [1] also explains that education is a collaborative work that takes place in a pattern of human life and a system grouped into two systems, namely mechanical systems and organic systems. The mechanical system perceives education as a process involving input-process-outputs in which this process represents direct causal relationships and linear. This view indicates that the intervention to influence output can designed by manipulating inputs. Inputs in the educational process include students, teachers, curriculum, subject matter, learning process, classroom and building, equipment, and environmental conditions. Efforts to improve the quality of output can be made by improving or reducing the quality of input. In recent decades, different countries have developed multiples curriculum approaches (not mutually exclusive) for the promotion of Citizenship Education ([3].

The competence of qualified teachers is very important and become the basic requirement that becomes the absolute requirement for a teacher [4]. The low quality of existing teachers leads the government for this last few years to begin promoting certification programs and teacher competency tests. Law No. 14 of 2005 on "Teachers and Lecturers" and Regulation of Minister of National Education No. 16 of 2007 on "Academic Qualification Standards and Teacher Competencies" state that a teacher must have four (4) competencies: those are, pedagogic, personality, social, and professional competence. The purpose of this program is to examine the competence of teachers who teach in schools to be a professional teacher. Nevertheless, the problems in education aspect in Indonesia, especially in the learning process prove that teacher competency and the ability of teachers in "learning" well are still low. Teachers have reduced the ability to manage learning management involving students, curriculum, learning materials, classrooms, school environment, and so on.

The correlation between these four competencies motivate teachers to prepare an excellent learning tool, so they will be able to manage the learning of learners well. Ironically, many teachers are still not able to provide excellent and suitable learning for students' needs. Law of National Education System Number 20 Year 2003 Article 1 paragraph 1 states that the purpose of national education is: "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 strength, self-control, personality, intelligence, noble character, as well as the skills that needed for themselves, society, nation, and state."

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The process and organization of education are consciously and systematically conducted by educators and learners, government, and the broader community. The effort is in the form of activities and processes that occur in an interactive learning relationship between teachers and students who are facilitated by the government and supported by the community [5].

Civic Education Teacher (Civics) is also an inseparable part of the existing problems. The reality in the classrooms shows that many Civics teachers do not fit the expected competence standard. These teachers do not understand how to teach well and how to set proper management of Civic Education learning. This fact does not fulfill the expected outcome. In Law No. 1/2005 on Teachers and Lecturers Article 1, paragraph 1 states that: "Teachers are professional educators with the primary task of educating, teaching, guiding, directing, training, assessing, and evaluating learners in early childhood education formal education, basic, and secondary education. "

Several aspects in the learning management become the weakness of many teachers including Civics teachers. Facing the challenges to prepare the golden generation of Indonesia, the ability of Civics teachers in learning management is essential, so the effectiveness of the implementation of the Civic Education curriculum can be further improved. The effectiveness of the learning implementation will be primarily determined by the learning management capabilities developed by teachers. These aspects of learning management are related to the teacher's ability to plan, organize the implementation of the lesson plans, and develop the various learning resources available. Based on the background of the above problem, then formulated research questions as follows: (1). How is the pedagogic competence of Civics teachers in State Senior High School 1 Kawangkoan? (2) How do teachers apply management in Civic learning in State Senior High School 1 Kawangkoan?

II. MATERIALS AND METHOD

Case study method was chosen in this research because the problems examined occur at a particular place and situation. Qualitative research with case study methods is intended to express and understand the facts that occur on the research location. According to reference [6], the case study is "for a deep study of an aspect of the social environment including the people in it." So this case study can be done on an individual, group of people, the human environment or social institutions of society. According to reference [6], case study and field study research are: (i) research on the status of research subjects with regard to a specific or distinctive phase of the overall personality; (ii) research that emphasizes social research; and (iii) the tendency of the approach is inductive; and (iv) identical research with qualitative research. The subject may also be individuals, groups, institutions or institutions, or communities. The purpose of the case study is to provide a detailed picture of the background, characteristics, and characteristics of the case, individual,

group, institution or community. Data collection techniques that will be used by researchers in this study are: Observation, Interview, Documentation, and literature study. The location of this research is State Senior High School 1 Kawangkoan. The subject of the study are students, teachers, principals, and educational practitioners who are in State Senior High School 1.

III. FINDINGS AND DISCUSSION

A. Civics teachers' pedagogic competence in state senior high school 1 Kawangkoan

Teaching is an experiential process that demands holistic and integrative critical analysis of both the theoretical frameworks that support it and the context in which it develops Teaching is an experiential process that demands holistic and integrative critical analysis of both the theoretical frameworks that support it and the context in which it develops [3]. Competence must be absolutely owned by the teacher as the ability and skill of managing the education. Teachers must have competence in accordance with established standards or known as teacher competency standards [7]. A professional teacher is a teacher with an excellent ability to accomplish his/her teaching duties well. In teaching, a teacher must master the skills needed to manage the learning process effectively and efficiently. Teachers' skills in teaching and learning process are: (1) skills to open and close learning process, (2) skill to explain, (3) skill to deliver question, (4) skill to give emphasis, (5) skill to use instructional media, (6) skill to direct small group discussions, (7) classroom management skills, (8) skills to provide various learning activities, and (9) skill to teach individual and small group [8].

Pedagogic competence is one of the competencies that teachers must master. Pedagogic competence refers to the ability of teachers in managing the learning process for students. Pedagogic competence is a distinctive competency, which will differentiate teachers from other professions and will determine the success rate of the learning process and learners' outcomes. Law No. 14 of 2005 on "Teachers and Lecturers" and Regulation of Minister of National Education No. 16 of 2007 on "Academic Qualification and Teacher Competency Standards" state that a teacher is required to have four (4) competencies: namely, pedagogic, personality, social, and professional competence. Pedagogic competence is the ability to manage the learning of learners. Personality competence is the ability of a stable personality, noble character, wise, and authoritative and a role model of learners. Professional competence is the ability of mastery of subject matter comprehensively. While social competence is the ability of teachers to communicate and interact effectively and efficiently with learners, other teachers, parents/guardians of students, and the surrounding community. Students must then be given opportunities to develop the participatory skills and civic dispositions needed for exercising the rights, responsibilities, and duties associated with democratic citizenship [9].

A professional teacher must be able to accomplish various teaching duties well. In teaching the required skills needed to ensure that the learning process runs effectively and efficiently. Teachers' skills in teaching and learning process are: (1) skills to open and close learning process, (2) skill to explain, (3) skill to deliver question, (4) skill to give emphasis, (5) skill to use instructional media, (6) skill to direct small group discussions, (7) classroom management skills, (8) skills to provide various learning activities, and (9) skill to teach individual and small group [8].

Regulation of Minister of National Education no. 16 of 2007 on "Academic Qualification and Teacher Competency Standards" mentions that the Competency Teachers of Civics subjects at SMP/MT, SMA/MA, SMK/MAK are as follows: (1). Understand the materials, structure, concepts, and scientific mindset that support the subject of Civic Education. (2). Understand the substance of Citizenship Education which includes civic knowledge, civic disposition, and civic skills. (3). Demonstrate the benefits of civic education subjects.

B. Management in Civic Learning Process in State Senior High School 1 Kawangkoan

Parker Follet in Sagala defines management by as "the art of getting things done through people" or more broadly defined as the process of achieving goals through efficient utilization of human and material resources [5]. Management is the ability and unique skills to perform an activity either together with others or using others in achieving organizational goals. Management is a joint activity through individuals and groups to achieve organizational goals [10]. Management is the administration, arrangement, and structuring of an activity [10]. Management is a unique process, and it consists of planning, organizing, mobilizing, and supervising actions undertaken to determine and achieve predetermined targets through the utilization of human and other resources [5].

Proper management determines the quality of learning process, the use of right methods, the provision of adequate learning tools, and creation of conducive classroom atmosphere during the teaching and learning process. It all significantly affects the success in learning. Learning is primarily an effort to direct the students into the learning process so that they can get the learning objectives which have been established [10]. In a broader term, school management is the process in an institution which leads and guides schools as an organization in realizing the educational goals and objectives which schools have established. Therefore, the principles of school management are to obtain the most effective results through professional people who refer to the vision and mission of the school by conducting management process. It is essential to carry out the primary function of school programs displayed by a manager or school principal who is responsible for the school institution, the teacher who is responsible for giving learning process to the students, and the educational staffs who are responsible for management functions, namely: planning program of school activities, organizing, the actuating of the entire school system, and the controlling of school performance [5].

Learning is an interactive process among students, educators and learning resources in a learning environment. Learning is an aid provided by educators to facilitate the process of acquiring knowledge and knowledge, mastery of skills and character, and the formation of attitudes and beliefs in learners. In other words, learning is a process to help learners to achieve the goal well [11].

Komalasari argues that learning can be defined as a system or process to educate learners, and this system must be planned or designed, implemented, and systematically evaluated. Thus, students/learners can achieve learning objectives effectively and efficiently [12]. To support Komalasari's opinion, Komara states that in the system approach, learning is a unity of learning components that cannot be separated from one another, for these components support one another to ensure the quality of learning [11]. According to Oemar Hamalik in reference [11] "learning as a system refers to all components which interact and interrelate each other to achieve learning objectives having been previously designed."

Learning as a system which consists of: (1) students; (2) teachers; (3) purpose; (4) material; (5) methods, (6) means/tools; (7) evaluation; (8) the environment/context. Each of these components serves as an independent part. However, they work each other in a system to achieve goals [11]. The eight components cannot be separated from each other because the separation of each component will impair the teaching and learning process. For example, teaching activity cannot be conducted in any room, without any students, purpose, and teaching materials [11]. Komara argues that the elements or components can support the quality of learning; therefore, it is necessary to take into accounts that the elements directly related to the ongoing learning process consist of 6 (six) components, namely: teachers, students, curriculum, context, method, and facilities [11].

Based on the definitions of management and learning above, the learning management can be defined as efforts to ensure the achievement of goals through people's activities. It can also be defined as efforts which someone has done to run teaching process such as increasing interest, attention, learning fun, and considering students' background by extending the scope of activity and leading to the development of lifestyles in the future [13]. In management, it is said that the functions of management are: planning, organizing, actuating, and controlling. In the process of learning Civic Education in school, teachers have implemented these management functions as follows:

a. Planning

In the planning stage, the first thing Civics teachers have to do is to plan the development of learning tools, especially the making of syllabus and lesson plans. Komalasari explains that syllabus is a plan on a particular subject and group of subjects /themes consisting of Lesson Subject Activities, Competence Standard, Basic Competence, Learning Subject, Learning Activities, Indicators, Assessment, Time Allocation, and Learning Resources [12]. Komalasari also explains that the syllabus has several functions, such as: (1). Elaboration of competency standards and essential competencies in the curriculum into the Learning subject, learning activities, and indicators of achievement of competencies for assessment. Thus, it will be much easier for teachers to embody the curriculum into the planning and learning implementation in schools. (2). It serves as the reference for making a Lesson Plan which describes procedures and learning organization to achieve a basic competency set out in the content standard [12].

Learning Implementation Plan is an elaboration of the syllabus that has been compiled in the previous step. Learning Implementation Plan reflects the activities undertaken by teachers and learners to achieve the competencies. In other words, the lesson plan describes the procedure and organizing the learning to achieve a basic competency set out in the Content Standards and elaborated in the syllabus. The scope of the Lesson Plan covers 1 (one) Basic Competency consisting of 1 (one) Indicator or multiple indicators for 1 (one) meeting or more [12].

b. Organizing

Selection of teaching or learning methods is the next step that Civics teachers do after planning and making a syllabus and lesson plan. The teaching method is a way or technique of delivering learning materials that the teachers must master. The teaching method is based on the objectives and learning materials, and the characteristics of the students. In order to ensure that students understand learning materials more efficiently, teachers use learning tools during the teaching-learning process. Learning tools can be real objects, imitations, drawings, charts, graphs, tabulations and so on. The media can be electronic devices, printed material, and an artificial tool. Learning aids should be suitable for the goals, children, materials and learning methods. Therefore, it is necessary for teachers to have the adequate ability and skill to be reliable teaching staffs who have the high capacity [11].

In addition to choosing method, in the organizing stage, teachers should choose appropriate learning strategies. Selection of learning strategy is one of the elements which every teacher must understand considering that the learning process is a multi-disciplinary communication process among students, teachers and learning environment. Therefore, learning should be arranged in order to directly achieve an instructional effect such as the behavioral changes as defined in learning objectives [14].

The learning strategy which the teacher has chosen should be based on various considerations according to the circumstances, conditions, and environment. The selection of learning strategies generally stems from (a) the formulation of determined learning objectives, (b) the analysis of the needs and characteristics of the learners, and (c) the types of learning materials to be communicated. The three elements in question must be suitable to the learning media or learning resources available [14].

c. Actuating

The next step that Civics teachers should do in learning management is actuating. Actualization is the implementation of the learning process that has been planned and organized. Learning phase is a sequence of instructional procedures that teachers attempt in delivering learning materials or organizing teaching and learning activities. This procedure typically consists of three stages, namely the introduction stage, the presentation stage (core), and the closing stage [15].

1) Introduction: Inform learning objectives, Explain an overview of the relevance, Explain an overview of the issues discussed, Explain an overview of activities which are going to be performed, Explain preliminary assessment through apperception
2) Presentation: Explain the material strengthening with the examples, Give students opportunities to have active participation, Give material reinforcement, Organize time, students, and learning facilities.
3) Closing: Summing up learning materials, Conduct assessment, Follow-up.

d. Controlling

Controlling stage in learning Civics involve the assessment of student learning outcomes and evaluation of all educational programs. The term assessment in education is the process of collecting and processing information to measure the achievement of learning outcomes of learners. Collecting information activities to serve as the evidence to establish the basis for determining the change and the degree of change that has been achieved as a result of students'learning process. Assessment decisions, such as passing or not passing, and having reached a minimum standard of competence or not, are expressed in qualitative terms, such as very good, good, moderate, low, and very low. Judgment in the assessment should be supported by evidence as sufficient data showing the achievement of students' learning outcomes obtained through the measurement stage [12].

Komalasari further explains that evaluation is an assessment of the overall education program starting from program planning to the results achieved by the education program. Educational evaluation is the activity of controlling, guaranteeing, and determining the quality of education on various components of education in every stage degree, and type of education as a form of education accountability [12].

Parker Follet in Sagala defines management as "the art of getting things done through people," or it is more broadly defined as the process of achieving goals through efficient utilization of human and material resources Management is the ability and unique skills to perform an activity, either with others or through others in achieving organizational goals [5]. Hersey and Blanehara in reference [16], provide an understanding that management is a collaborative activity and through individuals and groups to achieve organizational goals. Management is the administration, arrangement, and structuring of an activity.

According to Terry in reference [5], management is a unique process consisting of planning, organizing, mobilizing, and supervising actions are undertaken to determine and achieve predetermined targets through the utilization of human and other resources.

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Therefore, the principles of school management are to obtain the most effective results through professional people who refer to the vision and mission of the school by conducting management process. It is essential to carry out the primary function of school programs displayed by a manager or school principal who is responsible for the school institution, the teacher who is responsible for giving learning process to the students, and the educational staffs who are responsible for management functions, namely: planning program of school activities, organizing, the actuating of the entire school system, and the controlling of school performance [5].

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IV.   CONCLUSION

Civic Education teachers in State Senior High School 1 Kawangkoan, in general, have a good quality of pedagogic competence. Civic Education teachers in State Senior High School 1 Kawangkoan have implemented management in Civic Education learning process. It necessary for the teachers to prepare the plan for the learning process in Civic Education covering in the formulation of objectives, the determination of materials and teaching materials, learning models and strategies, and assessment system. The implementation of the management principles in Civic Education learning process should be improved continuously.

ACKNOWLEDGMENT

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