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MALAYSIA



2nd ICEL 2014

THE SECOND INTERNATIONAL CONFERENCE ON EDUCATION AND LANGUAGE

20, 21, 22 MAY 2014

Bandar Lampung University, Indonesia

PROCEEDINGS

Hosted by

Teacher Training and Education Faculty (FKIP),
English Education Study Program, Bandar Lampung University (UBL)

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THE SECOND INTERNATIONAL CONFERENCE
ON EDUCATION AND LANGUAGE

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Organized by:
Faculty of Teacher Training and Education (FKIP),
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PREFACE

The activities of the International Conference are in line and very appropriate with the vision and mission of Bandar Lampung University (UBL) to promote training and education as well as research in these areas.

On behalf of the Second International Conference of Education and Language (2nd ICEL 2014) organizing committee, we are very pleased with the very good responses especially from the keynote speakers and from the participants. It is noteworthy to point out that about 80 technical papers were received for this conference

The participants of the conference come from many well known universities, among others: University of Wollongong, NSW Australia, International Islamic University Malaysia, Kyoto University (Temple University (Osaka), Japan - Jawaharlal Nehru University, New Delhi, India - West Visayas State University College of Agriculture and Forestry, Lambunao, Iloilo, Philippine - Bahcesehir University, Istanbul, Turkey - The Higher Institute of Modern Languages, Tunisia - University of Baku, Azerbaijan - Sarhad University, KPK, Pakistan - Medical Sciences English Language Teacher Foundation Program, Ministry of Health, Oman - Faculty School of Arts and Sciences, Banga, Aklan Philippines - Sultan Ageng Tirtayasa, Banten, - Pelita Harapan University, Jakarta - STIBA Saraswati Denpasar, Bali - University of Muhammadiyah Yogyakarta - Ahmad Dahlan University Yogyakarta - Sriwijaya University, Palembang - Islamic University of Malang - IAIN Raden Fatah Palembang - Universitas Diponegoro, Semarang, Indonesia - Universitas Haluoleo Kendari - State Islamic University of Sunan Gunung Djati, Bandung - Tadulako University, Central Sulawesi - Sanata Dharma University - Lampung University and Open University,

I would like to express my deepest gratitude to the International Advisory Board members, sponsors and also to all keynote speakers and all participants. I am also grateful to all organizing committee and all of the reviewers who contribute to the high standard of the conference. Also I would like to express my deepest gratitude to the Rector of Bandar Lampung University (UBL) who gives us endless support to these activities, so that the conference can be administrated on time.

Bandar Lampung, 20 May 2014

Drs. Harpain, M.A.T., M.M

2nd ICEL 2014 Chairman

PROCEEDINGS

The Second International Conference on
Education and Language (2nd ICEL 2014)
BANDAR LAMPUNG UNIVERSITY
Bandar Lampung, Indonesia
May 20,21,22 2014

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TEACHER UNDERSTANDING OF PEDAGOGY COMPETENCY IN TANGERANG

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Abstract:

Research purposes to determine teachers' understanding of the pedagogy competencies. Teacher's task is to implement educational and professional learning. Teachers are required to run the task in a professional manner. It is necessary for the mastery of professional education competencies. As a professional's job, teachers are required to have competencies are applied in the educational process. One of the important competencies is pedagogy. Education and the learning process will more easily lead to the goals if teachers understand and apply the understanding pedagogy. The method of research is descriptive quantitative. Population was the elementary and secondary teachers. Total sample was 25 teachers SD. The techniques of research were total sampling. Data were analyzed by descriptive quantitative using percentages. The results showed overall understanding of the teacher competence of pedagogy in Tangerang, the score had not been satisfactory. It is suggested that enhanced teacher understanding pedagogy competencies.

Keywords: education competencies, pedagogy, teachers, professionalism

1. INTRODUCTION

Education is a deliberate and organized effort so that the child can be independent of physical, spiritual, spiritual, social, emotional. Education is ongoing through formal, non-formal and informal, as well as the human experience throughout everyday life. During the educational process that human life would still be required.

Education acquired with the intent of formal education in schools conducted by teachers who have a teaching certificate. Terms of teachers with professional teaching certificate should be owned now. Communities are growing so fast in all aspects of life along with the teachers also are required to advance them by working professionals.

In the Law on Teachers and Lecturers No. 14 of 2005 Article 2, teacher is professional job, which means that a teacher's job can only be done by someone who has: academic qualifications, competency, and certification of educators, in accordance with the requirements for each type and level of certain education.

The teacher is a very important component in education. Teachers interact with students in the educational process in the classroom or outside the classroom when there is not in teaching and learning situation. By interactions that occur are expected to be in the education corridor. In this regard the teacher has a distinctive demands as an educator needs to know and understand that is one of the main competency of professional teacher is competence of pedagogy.

Pedagogy competence is the ability to be possessed of teachers includes student development, theories and principles of learning, curriculum development, educational learning activities, development of potential learners, communication with students, using the results of science and technology, and assessment and evaluation.

In fact, many teachers lack an understanding of competence pedagogy. So, this effects in teaching and learning process especially on students' learning outcomes. One study conducted by Erwin Roosilawati (2013)

with the title about pedagogic competence of teachers on mathematics MGMPs SMP participants showed that the pedagogic competence of mathematics teachers MGMPs participants still unsatisfactory, especially in the aspect of developing the questions to improve students' skills in problem solving, determining tool appropriate to instill the concept, and develop a strategy or the type of assignment that will enhance students' understanding.

As a results from observations and interviews to several elementary school teachers and secondary school teachers weaknesses mainly on teachers who have been in terms of understanding the theories and principles of learning, the development potential of learners, and the use of science and technology in learning. This research aims to determine how competence pedagogy of primary school teachers in Tangerang.

2. DISCUSSION

According to the National Education Act 20 of 2003, that education is a conscious and deliberate effort to create an atmosphere of learning and the learning process so that learners are actively developing the potential for him to have the spiritual strength of religious, self-control, personality, intelligence, noble character, and skills needed him, society, nation and state.

The essence of education is a conscious effort to develop the potential that was God gave to man and expected in order to make man perfect or intact. Education fosters character, inner strength, character, mind and body that learners be integrally without segregated (Fuad, 1995).

Educational approach can be done with a humanistic approach. Humanistic approach is an approach where students appreciated as potential human beings, (have the capacity advantages - disadvantages etc.), required with affection - warm - the family - open - objectively and in an atmosphere of honesty and freedom without any pressure / coercion what ever (Fuad, 1995).

Indonesian education Prominent Ki Hajar Dewantoro said there are five principles in education, namely:

1. Basis of independence; The granting of independence to the student that is guided by the natural freedom, both in the lives of individuals as well as members of the community.
2. Nature of nature; Basically the man is a creature who becomes one with the nature, to grow properly according to nature.
3. Cultural basis; Rooted in national culture, but follows the external culture that has developed in accordance with the age. Continue to follow the progress of the world, but own culture remains a major purpose.
4. The national basis; Build national unity, in the sense of joy and sorrow, struggle, with fixed values of other nations, creating compatibility with other nations.
5. Basis of humanity; Educating children to be human beings according to creation of God (Kartono, 1992).

Ki Hajar Synthesizer submit basic operational education that famous with his teaching: Ing ngarso tulodo sung (standing in the front be a model), Ing madyo Karso Mangun (standing in the middle raise desire to study), and Tutwuri handayani (standing at the back, give motivation).

There are several possible roles as teacher educators, among others: (a) a professional employee with the function of teaching, guidance and training (b) humanitarian workers with the ability to realize the function that belongs to humanity, (c) the employee benefit functions teach and educate people to become good citizens. (Hamalik, 2008).

Term of "teacher" stick with term of "educator".. Educator is someone who be followed and imitated. Teacher which have understanding toward student vary support in reaching the goal of teaching and learning. If student has feel cozy and free from pressed difference that has in the class, so synergy that happened is positive energy which cooperative in supporting how beautiful teacher and student interaction. This bring beneficial in education

In the national education system, teacher is a very important education component. The teacher is the person responsible for the child's development in school, so they can carry out the task independently and later life. Each teacher must meet the requirements as a responsible human being in the field of education. Teachers are required to pass on the values and norms to the next generation so that occur a process of conservation value, because through the process of education will create new values (Uno , 2009) .

The term "teacher" meaning attached to the educator. Educators are parties "followed and imitated. Teachers who have an understanding of the learner is to support the achievement of the purpose of education and teaching. If a child feels comfortable and free from the crush of the differences he had in class, then the synergy that occurs is the positive energy that work together to support how good a student teacher interaction. This brings positive benefits in education.

In Big Indonesian Language Dictionary, teacher interpreted as a person's job is teaching defined as those whose employment (livelihood) teach. In the National Education System Law No. 20 of 2003 explained that educator and all educational personnel have the duty of:

(a) creates educational atmosphere, creative, dynamic and dialogic, (b) have commitment professionally for increase education quality; and (c) give example and keep reputation of the institution, profession, and position in accordance with the trust placed in him.

In order that the teachers are not solely as "educator" who transfer of knowledge, but an "educator" too who transfer of values and at once as "preceptor" who give direction and to guide student in learning. Correlation with that so basically teacher have role unique and complex in teaching learning process, in effort deliver student to ambitious level. Because of that every planning activities teacher must be seated / justified solely for student interest, according to profession and responsibility. (Hasbullah,1992).

Teacher is determine factor in educational held process, so teacher solely for educating, namely teaching.

Teacher constitute determinant factor in providing education abuse teacher is for teaching, namely seek all student potentials are cognitive, affective, and psychomotor. In implementation operational education, teacher, motivate student, honor reward and punishment, give example, and accustom. This limitation meant that the task of the teacher is not just teaching as the opinion of most people, but educators also serve as a motivator and facilitator in the learning process, so that all potential learners can be actualized in a good and dynamic. As a teacher educator should apply to guide and direct the development of students helping them to overcome the difficulties faced by the students. So, teacher expected to create a better development on students, both physically and mentally.

2.2. Essence Professional Teacher

The government through the president has launched a teacher as a profession on December 2, 2004. Teacher as a profession developed through: (1) education system; (2) quality assurance system; (3) management system; (4) remuneration system; (5) and the support system of the teaching profession. With development teachers as a profession are expected to: (1) establish, build, and manage teacher who has high dignity of in the community; (2) improving teacher prosperous life, and (3) improve the quality of learning that is capable of supporting realization of graduates competent and standardized in terms of achievement vision, mission and goals of national education in the future (Kunandar, 2011).

Professionalism derived from the word profession means a field of work that a person wants to or occupied. Professions also be interpreted as an office or a particular job that requires specialized knowledge and skills gained from intensive academic education (Webster in Kunandar Webster, 1989). Thus, the profession is an occupation or position that requires preparation through education and training in particular. Professional's work or activities undertaken someone's life and a source of income that requires skill, expertise or skills that meet certain quality standards or norms and require professional education

Being a teacher is to live a profession. What distinguishes a profession with other work is that to arrive at the profession through a professional learning. Profession is a job, can also manifest as a position in a bureaucratic hierarchy, which requires certain skills and have a special ethics for the office as well as professional services to the community standard (Mahanani, 2011).

Teachers should be able to excite the attention of the students in a given subject matter and be able to use the shared media and varied learning resources. Teachers should be able to raise interest participants to actively think and look and find self-knowledge. Teachers should be able to make the order (sequence) in the provision of education and its adaptation to the age and stage of students' work.

Teachers need to connect the lessons will be provided with the knowledge known by learners (perception activities) that peseta students become easy in understanding the lessons received. In accordance with the

principle repetition in the learning process, teachers are expected to explain learning unit repeatedly to the notion of learners into clarity.

Teachers must think about and pay attention to the correlation or relationship between the subjects and / or practice is evident in everyday life. Teachers must learn to keep the concentration of learners by providing the opportunity to experience firsthand the form, observe / review, and concluded that the knowledge obtained. Teachers should develop the attitude of the students in building social relationships, both in class and outside of class.

Teachers should investigate and explore individual differences in participants in order to serve students in accordance with the difference. Teachers can implement an effective evaluation and use the results to determine student progress and achievement and to make improvements and development. Along with advances in information technology that has been so rapid, the teacher is no longer merely acting as a presenter of information, but also must be able to act as facilitators, mentors motivator and give more opportunities for students to explore and cultivate their own information. Thus, teacher expertise should be developed and not just limited to the mastery of the principles of teaching as described (Mulyasa, 2013).

2.3. Competence pedagogy

Pedagogic Competence is one of the absolute competencies of teachers needs to be mastered. Pedagogical competence is basically a teacher's ability to manage the learning of students. Pedagogic Competence is a distinctive competency, which will differentiate teachers to other professions and will determine the level of success of the process and learning outcomes learners.

Knowledge and understanding of the teachers will pedagogy competencies through continuous learning disabilities and teaching experience. Additionally there are enough factors that influence that is talent, passion and potential of other teachers from each of the individual concerned.

Teacher performance assessment activities in appropriate cases mastery 7 competency pedagogic aspects of pedagogic competence with the indicator:

A. Mastering the characteristics of learners.

Teachers can have a record of the students. These records are associated with aspects of physical, intellectual, social, emotional, moral, social and cultural background in order to help the learning process. Teachers arrange for all learners to develop their potential so as to equal opportunity to actively participate in learning activities. In addition to finding out the cause of the perversion of the students to prevent such behavior does not harm other learners.

B. Dominate learning theories and principles of learning that educates.

Teachers were able to establish a variety of approaches, strategies, methods, and techniques creatively educating learning in accordance with the standards of teacher competence. Able to adjust teaching methods to suit the characteristics of learners. Manage learning settings and varied activities, responding to students who are less ideology.

C. Curriculum Development

The teacher is able to create a syllabus in accordance with the curriculum of the most important goals and use lesson plans in accordance with the objectives and the learning environment. The teacher is able to select, arrange, and organize learning materials that suit the needs of learners. Teachers select learning materials: in accordance with the learning objectives, precise and sophisticated, according to age and ability levels of learners, can be implemented in the classroom and in accordance with the context of everyday life learners.

D. learning activities that educate.

Teachers are able to organize and implement lesson plans that educate according to the needs of the student such as compile and use a variety of learning materials and learning resources according to the characteristics of the students. Teacher can develop method in teaching, can benefit from information and communication technology (ICT) for the sake of learning.

E. Development of potential learners.

Teachers are able to analyze the learning potential of each learner and identify development potential learners through learning programs that support students actualize their academic potential, personality, and creativity until there is clear evidence that students actualize their potentials: analyzing learning outcomes based on any form of assessment of each learner to determine the level of progress of each, designing and implementing learning activities that encourage learners to learn according to skills and learning patterns respectively, design and implementing learning activities to bring the power of creativity and critical thinking ability of students . Actively assist students in the learning process by giving attention to each individual identify correctly about the talents , interests , potentials , and learning difficulties of each student, provide learning opportunities to students in accordance with their respective ways of learning, focus on the interaction with the students and encouraged him to understand and use the information presented .

F. Communication with learners.

Able to communicate effectively, and empathetic manner with the students and be enthusiastic and positive, able to provide complete and relevant responses to comments or questions learners: using questions to determine comprehension and maintain participation of learners , including providing an open question that requires students to respond with their ideas and knowledge . pay attention and listen to all the questions and responses of learners , without interruption , except if required to assist or clarify questions / responses are. Learners respond to questions appropriately, right and current, appropriate learning objectives and curriculum content without embarrassing him. Present learning activities that can foster better cooperation among participants learners, listen and give attention to all students answer both right and wrong are considered to measure the level of understanding of learners, give attention to the questions of the students and respond in full and relevant to eliminate confusion on the learner.

G. Assessment and Evaluation

Able to conduct assessment of learning processes and outcomes on an ongoing basis: evaluated the effectiveness of the processes and outcomes of learning and use assessment information and evaluating results to design remedial and enrichment programs, able to use the results of the analysis of assessment in the learning process, prepare assessment tools appropriate to the learning objectives to achieve certain competencies as written in the lesson plan.

Teachers carry out assessment with various techniques and types of assessment, in addition to the formal assessment conducted schools, and announce the results and their implications to students, about the level of understanding of the learning materials that have been and will be studied.

Teachers analyze assessment results to identify topics / basic competencies that are difficult to know the strengths and weaknesses of each student for remedial and enrichment purposes, utilizing input from learners and reflect to improve future learning, and can prove it through notes , journal of learning , instructional design , additional material, take advantage of the results of the assessment as a learning process of drafting to do next.

3. METHODS

The study was conducted using quantitative descriptive percentages. Data were collected during the first month of the elementary teachers in Tangerang . Technique of the sample is the total sampling. The research variables are teachers' understanding of the pedagogy of competence. Research instrument was developed from 7competence pedagogy by using the multiple-choice test, the correct answer to the value of 1 and an incorrect answer to a value of 0. The number of research question is 21 items. The highest score is 100.

Operational definitions of research variables score are obtained cover: teachers understanding the characteristics of learners, theories and principles of learning, the educational curriculum, learning activities that educate, develop the potential of learners, educational communication and educational assessment and evaluation. Range categorized scores obtained high and low. Scores get below 60 entry categories of low, medium 60-70 category (enough), and 70 to the top of the high category.

4. RESULTS

The total score obtained from the pedagogy competencies are:

In the table below can be seen 7 indicators of competence pedagogy with each of the 3 questions for each indicator.

Table 1: Teacher Understanding of Pedagogy Competencies.

No	Indicator of pedagogy competencies and question	Score
1.	Characteristics of Participants learners a. Gather information about potential learners b. Collect information about socio-economic background c. Noting behavior, intelligence and attitude of the students Total	57.12 61.88 61.88 60.29
2.	Mastering the theory and principles of learning and a. theory of learning from experts b. educational concepts c. strategic approaches and methods and techniques of teaching Total	47.60 61.88 52.36 53.94
3.	The curriculum development a. compiling the syllabus b. expanding creativity c. Linking creative with everyday statement Total	66.64 42.84 53.36 53.94
4.	Educating Learning Activities a. Formulate learning as needed b. Using the methods and techniques of learning c. Utilizing information and communications technology Total	57.12 66.64 47.6 57.12
5.	Development Potential Learners a. Recognize and understand the potential of learners (multiple intelligences) b. Plan learning activities that stimulate creativity c. Motivate learners to use its potential Total	61.88 57.12 57.12 58.70
6.	Develop communications that educate a. Valuable education to foster interaction b. To respond to questions / comments students c. Presenting learning activities that foster cooperation Total	80.92 76.16 66.64 76.16
7.	Development Assessment and Evaluation a. Implementing evaluation of various techniques and types of assessment b. Analyzing the results of evaluation c. Capitalizing on the assessment results to plan learning Total	57.12 61.88 57.12 58.70
	Total score	59.83

The low scores obtained due to low teacher motivation and desire to learn and develop themselves. Teachers don't have academic culture. Besides teaching job is a job that teachers do the teaching routinely and correcting students' work. The method of teaching and the materials used are not experiencing growth. The

dynamics of competence development in pedagogies are less attention. It can influent to the low academic setting to improve themselves as reading and researching. Factors supporting the dynamics of the low teacher to teach them when teaching, students are given the student worksheet. The usefulness of student worksheets reduced teachers weigh in teaching. In the student worksheet questions and complete materials, can help ease the work of teachers. Because of the worksheet tools, the aspect of the development of the competence pedagogy less developed.

5. CLOSING

The teacher is a professional job working in the field of education. Professional occupations require specific competencies, one of which is pedagogy competencies. Pedagogy competencies include the ability of the characteristics of learners, and principle learning theory, curriculum, educational activities, the development potential of learners , use of science and technology , and assessment and evaluation . Total score showed overall competence pedagogy of teachers is low. The highest score is in the indicator communication. The rest of the pedagogy competencies are low. It is recommended that the deepening of competence pedagogy needs to be improved through workshops.

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