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IMPLEMENTATION OF TEACHER'S PEDAGOGIC COMPETENCE IN THE 2013 CURRICULUM LEARNING PROCESS IN ELEMENTARY SCHOOL

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ABSTRACT

One of the components that support and determine the success of implementing the 2013 curriculum in elementary schools is the role and competence of teachers. The problem that is often encountered in schools is the understanding and awareness of teachers about the role and competence in implementing the 2001 curriculum. This study aims to explain the learning process of the 2013 curriculum in elementary schools, the role of teacher competence in the implementation of learning in elementary schools. This study uses the library method as a research method. Content analysis was used to analyze the research data. The results of this study indicate that (1) the characteristics of the learning process in the 2013 curriculum are integrated thematic learning activities, applying learning steps (introduction, core, closing) according to the 2013 curriculum format, integrating scientific approaches, applying authentic assessment and character education; (2) the role of teacher pedagogic competence in 2013 curriculum learning is to implement integrated thematic learning, apply a scientific approach, utilize media and learning resources, utilize information and communication technology, integrate 21st century skills in the learning process, carry out character education, and carry out authentic assessments.

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INTRODUCTION

Basically, the teacher has an important position and role in learning activities. Teachers understand the educational curriculum, design learning, determine strategies and learning media, process learning materials, and carry out learning assessments. For this reason, teachers need to be supported by the ability to carry out the learning process. The ability of teachers to carry out the learning process affects the success of the implementation of the learning process and student learning outcomes (Niravita, Wahanisa, Suhadi, Anitasari, & Wedhatami, 2021). Teacher competence is very important and needed in schools to both carry out the learning process and help students achieve maximum learning outcomes. Teachers must meet the qualifications and master the pedagogical and professional competencies to carry out the learning process. Teacher competence contains a combination of knowledge, skills, values that are manifested in carrying out their duties. The higher the quality of teacher competence, the higher the quality of the implementation of the learning process is expected.

Various elementary school studies provide an overview of the success of teachers in carrying out the learning process. For example, the success of teachers in carrying out the learning process in class with students is supported and influenced by teacher competence (Juniati & Widiana, 2017). The ability of teachers to apply inquiry learning can improve science learning outcomes for fourth grade elementary school students. The ability of teachers to apply think-talk-write and reciprocal demonstration learning models in increasing student activity in the learning process and student learning outcomes (Suwarni, Kurniasih, & Rostikawati, 2018). The ability of teachers to apply the picture and picture learning model in integrated thematic learning can improve student learning outcomes. The ability of teachers to design and apply problem-based learning models can improve the activities and learning outcomes of fifth graders in elementary schools (Putinella, 2017). The teacher's ability to apply the inquiry method to integrative thematic learning can improve the critical thinking skills of fourth grade elementary school students (Lastriningsih, 2017). The ability of teachers to use interactive multimedia learning media can improve student learning outcomes up to 16% and increase expressing opinions, activeness, attention, and concluding students in the learning process (Mureiningsih, 2014). The ability of teachers to use audio-visual learning media can improve social studies learning outcomes for elementary school students.

However, reality does not always match the reality found in elementary school. Teachers face the challenge of improving their quality and the quality of the learning process. Some of the problems of teacher pedagogic competence in elementary schools are that they highlight subjects more than integrated thematic learning, teachers do not apply learning methods and models to improve analytical and synthetic thinking skills (Adittia, 2017). Teachers are more likely to apply the lecture method in learning, even teachers prioritize aspects of knowledge and do not explore aspects of attitudes and skills in learning. Less skilled teachers design lesson plans with a scientific approach (Syafitri & Nuryono, 2020). Less skilled teachers apply authentic assessment in learning evaluation. Many teachers have not mastered ICT tools so that they are not optimal in using ICT in the learning process (Caswita & Noer, 2020). The difficulties of elementary school teachers in

carrying out authentic assessments are how to design project assessments, performance assessments, journals, written assessments (Dewi, 2017). In fact, there are still many teachers in elementary schools who do not understand the concept and use of ICT and the internet as learning media because they do not have these facilities (Khayroiyah & Nasution, 2018).

These problems indicate a phenomenon in schools that teachers lack competence and the importance of pedagogic competence to carry out the learning process. This lack of teacher pedagogic competence has an impact on both the quality of the learning process and the quality of students, because the quality of teachers greatly influences the quality of learning. Nevertheless, the researcher believes that the ability of teachers to both make lesson plans and implement and evaluate learning is very influential and determines the quality of the learning process and the achievement of student learning outcomes. Various problems that exist arise because of the shortcomings and obstacles experienced by teachers when implementing their competencies. Researchers also believe that if teachers are increasingly aware of and understand their competencies and understand the needs of students, the teacher will be motivated to improve the quality of himself and his pedagogy. This awareness and understanding is absolutely owned by the teacher as a component that affects the authority and competence of the teacher (Janawi, 2019). Therefore, improving the quality of pedagogic competence is an urgent need for both teachers and elementary schools as educational institutions. This study aims to analyze the pedagogic competence of teachers implementing the 2013 curriculum learning process in elementary schools to assist teachers in understanding and implementing their competencies appropriately. Therefore, the purpose of this study is to describe (1) the characteristics of learning in the 2013 curriculum, (2) the role of the teacher's pedagogical competence in the implementation of 2013 curriculum learning. the purpose of implementing the 2013 curriculum.

RESEARCH METHOD

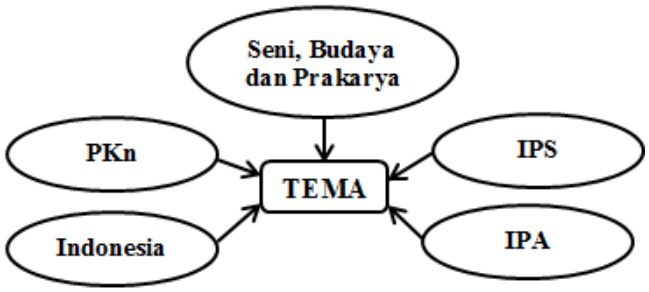
This research is using descriptive qualitative approach with library method. According to Moelong in (Subandi, 2011) descriptive qualitative approach in research produces descriptive data in the form of written or spoken words from data sources or observable behavior. Library research is a study that is used to collect information and data with the help of various materials in the library such as books, journals, documents, research reports (Widyawati, 2020). The research steps include topic selection, information exploration, determining research focus, collecting data sources, preparing data presentation, and compiling reports (Imah & Purwoko, 2018). While the data analysis technique is content analysis which includes data abstraction and data interpretation. Researchers do data abstraction by (1) coding process, namely the process of giving a definition of what or what the data is being studied by the researcher, (2) creating themes or categories, namely research developing more detailed coding results. Then the researcher interprets the data by analyzing the data from the abstraction. Researchers construct ideas from various existing themes and then link the interpretation results with previous literature (Afiyanti & Rachmawati, 2014).

RESULT AND DISCUSSION

Teacher competence in the implementation of learning is part of the pedagogic competence of elementary school teachers. In the Regulation of the Minister of National Education number 16 of 2007 it is stated that the pedagogic competence of teachers includes (1) Mastering student characteristics from physical, moral, social, cultural, emotional, and intellectual aspects. (2) mastering learning theory and educational principles of learning. (3) develop curriculum. (4) carry out educational learning. (5) Utilizing information and communication technology in learning. (6) develop students' potential. (7) communicate effectively, empathically, and politely with students. However, in the latest literature it is explained that the pedagogic competencies of primary school teachers in Indonesia include implementing integrated thematic learning, applying a scientific approach in the learning process, designing and using media and learning resources, integrating the use of ICT, applying 21st century skills as higher-order thinking skills, and applying authentic assessment.

1. Carry out integrated thematic learning

Characteristics of learning activities in the 2013 curriculum in elementary schools is the implementation of integrated thematic learning. In general, the learning steps include introduction, core, and closing (Permendikbud number 22 of 2016). For example, teachers at SD Negeri 13/I Muara Bulian showed that teachers carry out the learning process with a sequence of preliminary activities, core activities, and closing activities (Yanti, Kuntarto, & Kurniawan, 2020). Elementary school teachers carry out learning centered on a particular theme as a combination of several subjects (Drake & Burns, 2004). Integrated thematic learning activities follow integrated learning models (Fogarty, 1991) such as connected models, nested models, sequenced models, webbed models, thread pairs mode (threaded model), integration model (integrated model) immersed model (immersed model), network model (networked model). Figure 1 shows an integrated thematic model of various subjects in elementary school.



Gambal 1: Pendekatan tematik terpadu
(diadaptasi dari Drake & Burns, 2004)

In the 2013 curriculum learning books in elementary schools, themes consisting of several subjects have been designed. For example, theme 3 in grade I is “My Activities” (Nurhasanah & Assagaf, 2017). This theme consists of several sub-themes, namely morning activities, afternoon activities, afternoon activities, and evening activities. Furthermore, the sub-theme “morning activities” is carried out in 6 learning activities and consists of subjects such as Indonesian Language, Pancasila and Citizenship Education (PPKn), Mathematics, Cultural Arts and Crafts (SBdP). Learning 1 involves Indonesian subjects, PPKn, SBdP. Each subject contains basic competencies that must be achieved by students. In lesson 1 the teacher discussed the theme "Morning activities". A study shows that integrated thematic learning has been carried out by the teacher by combining the basic

competencies of the subject and the teacher uses the teacher's book as a reference in learning and is carried out in accordance with the lesson plans that have been made by the teacher (N. A. Sari et al., 2018).

The implementation of integrated thematic learning in elementary schools is carried out effectively to achieve basic competencies and learning objectives. In line with this (Lumpkin, 2020) says that an effective learning process requires five steps, namely (1) the teacher reviews the content of the arranged learning material, (2) the teacher communicates information clearly and specifically to convince students how and why listening will benefit them significantly. personally, (3) the teacher guides class interaction by utilizing various learning approaches interspersed with interesting learning activities, (4) the teacher strengthens learning through learning assessments, students use the new knowledge and skills learned. Teacher competence in carrying out the learning process in planned steps will lead to an effective learning process because effective learning aligns the components of learning objectives, learning activities and learning assessments (Ramna & Akhilesh, 2018).

2. Applying a scientific approach

Teachers must understand the concepts and principles of applying the scientific approach in the curriculum before it is applied in the learning process. Basically, the scientific approach has been designed in learning planning, then implemented through observing, asking questions, gathering information or trying, associating, and communicating. In questioning activities the teacher helps students read, listen, listen, see to develop creativity, curiosity, and the ability to formulate questions to form critical thoughts that are necessary for intelligent living and lifelong learning. In trying activities, the teacher helps students carry out experiments, read sources other than textbooks, observes objects/events/activities, and interviews with resource persons. In associating activities the teacher helps students process information that has been collected both from the results of collecting/experimental activities as well as the results of observing activities and information gathering activities. In communicating activities the teacher helps students convey the results of observations, conclusions based on the results of the analysis orally, in writing, or other media (Budiyanto, Waluyo, & Mokhtar, 2016). All these scientific activities must appear in the learning process because the scientific approach applies steps or methods to produce reliable or reliable knowledge (A. E. Dewi & Mukminan, 2016).

In addition, in applying the scientific approach the teacher can use learning methods and models. The methods recommended in the 2013 curriculum are inquiry/discovery learning methods, problem-based methods, project-based methods (Permendikbud Number 22 of 2016 concerning Standards for Primary and Secondary Education Processes, n.d.). Teachers can also take advantage of various learning models to facilitate active, innovative, creative, effective and fun learning (Harahap, 2017) (Fatmah et al., 2018).

3. Utilize media and learning resources

The implementation of the learning process requires media and learning resources for both teachers and students. Teachers must integrate and use media and learning resources appropriately. Learning media is seen as a tool or vehicle to convey or communicate learning messages to students. Teachers use learning media to convey lesson content, stimulate students' thoughts, feelings, attention and abilities so that they can encourage the teaching and learning process (Portanata, Lisa, & Awang, 2017). Attractive learning media will be effective to make it easier to show knowledge, provide complete appeal, touch all student modalities (Rejeki, Adnan, & Siregar, 2020). While learning resources are very important for a teacher. Learning resources include anything that can be used to assist teachers in learning, teaching and displaying their competencies (Nur, 2012).

Teachers must be able to take advantage of various learning resources that come from the student environment. Learning resources can be grouped into reading material and non-reading material. Reading materials consist of textbooks, student worksheets, encyclopedias, reference books, internet, magazines, clippings. While non-reading material includes pictures or photos, illustrations, films, filmstrips, recordings, graphics, treasures, posters, bulletin boards, museums, the natural environment, and community resources (Ikhsan, Sulaiman, & Ruslan, 2017). The use of learning media such as environmental media as a learning resource can actually improve the learning outcomes of elementary school students (R. F. Sari et al., 2020). Environmental media provide enthusiasm and focus for students to pay attention to the teacher's explanation and be able to work on the questions given by the teacher. A study at SD Negeri 2 Tataaran Menado showed that the ability of teachers to design and use interactive media in learning mathematics can make students more enthusiastic and enthusiastic in learning. Students are easier to absorb or understand learning materials and obtain maximum learning outcomes (Sumilat, 2018). This means that utilizing learning media will help teachers deliver learning materials, facilitate learning, and help students to more easily understand learning materials, especially the concepts of the material being studied (T. H. S. Dewi et al., 2018). The problem faced by teachers is the lack of learning media facilities both quantitatively and variations of learning media. Or it often happens that the teacher uses media that are not suitable for the learning material so that learning becomes less interesting. So that the learning media used can help teachers and students, the selection of learning media needs to accommodate the principles of selecting learning media such as the media selected must be in accordance with the learning objectives, according to the characteristics of students, consider the characteristics of the media, time and cost, and the availability of learning media (Falahudin, 2014).

2. Utilizing Information and Communication Technology (ICT)

Elementary school teachers as the main actors of education must take advantage of the content of information technology in the learning process (Caswita, 2020). Mastering ICT has become a demand for a teacher's competence today to support the implementation of tasks. Teachers must be ready to continue learning ICT to meet the demands of these competencies. Teachers must adapt continuously by increasing competence in mastering ICT (Astini, 2019). For example, teachers can take advantage of home learning websites, teacher rooms and other online learning resources so that the learning process is more interesting. The ability of teachers to utilize ICT is believed to be one of the strategies to overcome learning problems. Elementary school teachers use ICT as a source and innovative learning media (S. Z. Dewi & Hilman, 2019). The limitations of using ICT in learning can be overcome with ICT training, as implemented (Khayroiyah & Nasution, 2018) in several elementary schools in Medan Petisah District where teachers attend training on the use of ICT and the internet as learning media to improve teacher performance.

The use of ICT in the implementation of learning is very beneficial for the achievement of learning objectives. In this context, there are four functions of ICT for teachers, namely helping administrative work, packaging teaching materials (Multimedia), assisting the learning management process, and as technical support to increase knowledge in order to realize self-running creation (Badje et al., 2017). Adar these goals can be achieved, the teacher must have the ability to master ICT in the learning process. Therefore, the competencies that must be mastered by teachers in mastering ICT are operating personal computers and their peripherals (supporting devices); perform object-oriented

computer programming; processing data with a personal computer; processing worksheets and graphics with a personal computer; and make interactive presentations that meet the rules of visual and interpersonal communication (Wijayanti & Prabowo, 2011).

One of the problems of elementary school teachers is the lack of knowledge and mastery of ICT in the learning process. There are schools that have ICT facilities but cannot be used by teachers. One of the reasons for this is the lack of training on ICT, teachers are not trying to increase ICT capacity (Yusrizal & Nurhaidah, 2017) so that teachers use conventional media even though ICT facilities are quite adequate. On the other hand, schools that already have ICT facilities and teachers use ICT in the learning process will benefit from achieving learning objectives. For example, a study in elementary schools showed that teachers easily create and prepare ICT-based learning plans, can carry out online distance learning during the COVID-19 pandemic, input and process learning assessment results quickly and smoothly (Arifin et al., 2022).

3. Integrating 21st century skills in the learning process

The implementation of the 2013 curriculum aims to develop various 21st century skills as high-level thinking skills for elementary school students. The 21st century skills developed in elementary schools are critical thinking, collaboration, communication, and creativity (Widodo, Indraswati, & Sobri, 2019). For example, in the 2013 curriculum book for class V, theme 1 is about "Moving Organs of Animals and Humans" in sub-theme 2 about "humans and the environment." The competencies developed are critical, creative and innovative thinking skills, communicative and collaborative. This sub-theme is discussed in 6 learning activities. The competencies developed in learning 1 are critical, communicative and collaborative thinking. The competencies developed in learning 2 are creative and innovative. The competence developed in learning 3 is critical thinking. The competencies developed in learning 4 are critical, creative and innovative thinking. The competencies developed in learning 5 are critical and communicative thinking. The competencies developed in learning 6 are critical, communicative and collaborative thinking (Maryanto, 2017).

4. Carry out character education

One of the salient features of the 2013 primary school curriculum is the emphasis on character education. Character education carried out in elementary schools emphasizes the cultivation of religious values, honest, tolerant, disciplined, hard working, creative, independent, democratic, curiosity, national spirit, love for the homeland, respect for achievement, communicative, love peace, love to read , cares for the environment, cares about socially, and is responsible based on Pancasila (Permendikbud Number 20 of 2018 concerning Strengthening Character Education in Education Units) Formal, n.d.). The implementation of character education is carried out in an integrated manner in intra-curricular, co-curricular and extra-curricular activities (Presidential Regulation Number 87 of 2017 concerning Strengthening Character Education, n.d.). Teachers carry out character education in intra-curricular activities through strengthening relevant learning materials and learning methods. Character education in co-curricular activities is carried out by enriching and deepening intra-curricular activities. Character education in extracurricular activities is carried out by developing various potentials, talents, interests, abilities in activities such as scientific work, sports and art exercises, religious activities according to students' abilities.

A study on character values developed on the sub-theme "humans and the environment" in the 2013 grade V curriculum book states (1) character values in learning activity 1 are unyielding, cooperative, respectful; (2) character values in learning activity 2

are frugal living, never give up, and cooperation; (3) character values in learning 3 are tolerance and cooperation, creativity, communication; (4) character values in learning 4 are creative, cooperative, respecting others, tolerance; (5) character values in learning 5 are careful, happy, brave and creative, diligent, cooperative; (6) character values in learning 6 are tolerance, cooperation, religious, communication (Widodo et al., 2019). Apart from being implemented through intracurricular, cocurricular, and extracurricular activities, it turns out that character education can also be implemented through example and habituation (Hendriana & Jacobus, 2016). The role and behavior of the teacher is very important and will be a measure of exemplary for students. Teachers familiarize themselves with carrying out character values in carrying out tasks at school as well as being an example for students.

5. Carry out authentic assessment

Another characteristic of the 2013 curriculum is authentic assessment to evaluate student learning processes and outcomes. The assessment techniques used by elementary school teachers are observation, peer assessment, assessment for attitude assessment; written, oral and assignment test techniques for the knowledge aspect; and assessment of performance, projects, products and portfolios for skills assessment (Fadliyah, 2021). These techniques are used in various ways according to the needs and characteristics of students. Teachers carry out authentic assessments in evaluating learning. A study reveals that attitude assessment uses observation techniques, knowledge competency assessment with written and oral tests, and skills competency assessment uses performance and product assessments (Setiyowati, 2017). The assessment instrument used is a teacher-made instrument.

Before carrying out an authentic assessment, the teacher needs to prepare an assessment instrument and set minimum completeness criteria (KKM). KKM as a criterion for learning completeness is determined by the school by referring to the competency standards of graduates. KKM is the basis for determining student completeness, remedial or enrichment activities that will be carried out by students (Setiawati, Asmira, Ariyana, Bestary, & Pudjuastuti, 2019). So the application of authentic assessment really supports the implementation of the 2013 curriculum in elementary schools to improve the quality of the learning process and student learning outcomes, even being able to improve the 21st century skills of elementary school students such as critical thinking, collaboration, communication, and creativity (Marhaeni & Artini, 2015).

The teacher's readiness to carry out this research determines the implementation and success of teachers in implementing authentic assessment. A study in elementary schools showed that 48% of teachers understand authentic assessment and are ready to apply it, but there are 36% of teachers who do not understand, and 16% of teachers who do not understand authentic assessment so that they are not ready to apply it (Rosidah, Pramulia, & Susiloningsih, 2021). Teachers who lack or do not understand the authentic assessment then continue to apply the forms and techniques of assessment that are commonly applied, where the assessment emphasizes aspects of student knowledge.

CONCLUSION

Based on the explanation above, the researchers conclude (1) the characteristics of the 2013 curriculum learning process in elementary schools are integrated thematic learning activities that integrate scientific approaches, authentic assessment and character education; (2) the role of teacher pedagogic competence in learning includes implementing integrated thematic learning, applying a scientific approach, utilizing media and learning

resources, integrating and implementing 21st century skills both in the learning process and in learning assessment, implementing character education, carrying out authentic assessments, and utilizing ICT. Utilization of learning media to facilitate and expedite the learning process. Utilization of ICT to create an interactive and fun learning climate, and carry out authentic assessments to determine student learning outcomes.

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