

# Development of Training Profession Practices for our Teachers to Increase Pedagogic Competence

Kapraja Sangadji\*, Nurdin Ibrahim, Etin Solihatin and Jarudin

**Abstract---** *The purpose of developing this training material is to facilitate teacher tutors to fully understand the concept of teacher professional practice, as well as to hone their knowledge, attitudes, and skills, as well as guiding procedures for tutor teachers in improving pedagogical competencies of undergraduate students in managing quality learning. Development of training materials for tutor teachers in the form of modules refers to the Rowntree and Brog and Gall models. The Rowntree model is a development model specifically aimed at developing learning materials which have three main stages namely Planning materials, preparing for writing, writing and re-writing. While the Brog and Gall model uses the first step, preliminary research. The training material can have a positive influence and have a significant impact on tutors effectively in mentoring students practice. This will be seen from the increase in pedagogical competence of students practicing in managing learning that results from mentoring teacher tutoring activities after using training modules. Pedagogic competence can improve learning performance and contribute to the ability and willingness in pedagogic collaboration for self-development and contribute to the development of students being taught.*

**Keywords---** *Training Materials, Tutor Teachers, Pedagogical Competence.*

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## I. INTRODUCTION

In the world of education, the existence of the role and function of teachers is one very significant factor. It cannot be denied that the teacher is the most important part in the learning process, especially in the formal education pathways. Therefore, in every effort to improve the quality of education, the existence of the teacher cannot be separated from his role. Thus the presence and professionalism are very influential in realizing national education programs. Teachers must have adequate quality, because teachers are a very strategic component of education and many take roles in the learning process at school. In line with this, the Educational Personnel Education Institution has a major role in producing graduates who are competent and competent teachers, especially in facing the era of global competition. Considering the importance of the quality of graduates of competent and competitive teacher candidates, it is necessary to carry out a high quality learning process.

According to Panggabena & Himawan (2016), it is clear that the problem of Indonesian teacher competency is the still large number of teacher education qualifications required, the low quality of teacher performance is reflected in some of the results of studies conducted by the Ministry of Education and Culture, and the low pedagogical competence of teachers (Panggabean & Himawan, 2016). Based on the results of research conducted by Pahrudin et al (2016), the average score of pedagogical competencies of high school teachers per subject in a row

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*Kapraja Sangadji\*, Education Technology, Universitas Negeri East Jakarta, DKI Jakarta, Indonesia.  
E-mail: kaprajasangadji\_tp16s3@mahasiswa.unj.ac.id*

*Nurdin Ibrahim, Pascasarjana, Universitas Negeri Jakarta, East Jakarta, DKI Jakarta, Indonesia.*

*Etin Solihatin, Information Technology, STMIK Bina Sarana Global, Tangerang, Banten, 15114, Indonesia.*

*Jarudin, Information Technology, STMIK Bina Sarana Global, Tangerang, Banten, 15114, Indonesia.*

are: (1) Indonesian Language = 47.32; (2) English = 51,15; (3) Mathematics = 45.64; (4) Biology = 45.94; and (5) Physics = 42.51. If it is based on a score scale of 5.0 to 95.0, the average score for the pedagogical competence of teachers in Indonesian, Mathematics, and Biology, and Physics is still not optimal (Pahrudin, Martono, & Murtini, 2016).

This condition was strengthened by the results of interviews with the head of the Maluku Province Quality Assurance Institute (LPMP) that the quality of Maluku teachers in 2018, the national quality of Maluku's teacher competitiveness will be 34th out of 34 provinces. This condition illustrates that the quality of Maluku teachers is very sad or very low when compared to other provinces. The purpose of developing this training material is to facilitate teacher tutors to fully understand the concept of teacher professional practice, as well as to hone their knowledge, attitudes, and skills, as well as guiding procedures for tutor teachers in improving pedagogical competencies of undergraduate students in managing quality learning

The aim of the LPTK IAIN Ambon through the teacher professional practice program is to produce prospective teachers who have the ability to manage quality student learning in accordance with the provisions of the national education goals. One of the efforts in improving the quality of mentoring teachers is through the development of teacher training practice materials (PPK) in the form of modules. This study is to develop KDP training materials based on educational technology principles, namely to facilitate tutors in optimally improving the quality of mentoring. Thus the development of this training material is appropriate for review. On that basis, the problem in this study is "How to develop teacher professional practice training materials for tutors in improving the teaching abilities of students practicing?"

## **II. LITERATURE REVIEW**

### ***2.1 Concept of Training Materials in Module form***

Development of training materials in the form of modules, if properly developed can improve the quality of tutor teachers in mentoring student practice. The development of training materials will be based on philosophical and psychological foundations based on needs, namely the formation of tutors' abilities in guiding students to practice as a form of performance that is facilitated through a learning material that is developed effectively, efficiently, and attractively. One form of learning material for tutor teacher is a module training material.

According to the research of Dhamija, (2016) states that: Self Learning Modules create an effective learning environment for the learners to learn. These contain the answers to all possible queries, confusions and questions that may come in the mind of the learner at the time of learning. These also provide immediate feedback on the performance of students. These also help to maintain a high level of interest and sufficient motivation for the learners. These Self Learning Modules have enriched features such as Self-explanatory, Self-directed, Self-directed, Self-motivating and Self-evaluating which help to cater to the needs of all types of learners (Dhamija, 2016).

The evidence from this study suggests that SDL has elusive qualities which defy precise definition. It appears that attempting such a definition and reducing SDL to an observable form may detract from its perceived value. It can be inferred from this study that in order to implement SDL issues of control and

autonomy within the learning environment merit further exploration, rather than simply focusing on observable teaching and learning tools or methods (Hewitt-Taylor, 2001).

The self-instructional module was developed step-wise by the lead investigator for staffnurses by (a) preparing a first draft of the self-instructional module, (b) validating the content of the self-instructional module and (c) preparing a final draft. The lead investigator also reviewed the literature and sought the opinion of experts and from his own clinical experiences. The final version of the self-instructional module included the definition, objectives, principles and components of cardiac rehabilitation in post-MI patients (Choure et al., 2015).

The self-learning print module is able to create an effective learning environment for participants to learn. The module also provides direct feedback on the performance of the participants. Furthermore, the module is able to help to increase high interest and sufficient motivation for students, because the independent learning module has clear, independent, Self-directed, Self-motivating and Self-evaluation objectives that help meet the needs of all participants.

### **III. METHODOLOGY/MATERIALS**

The method used was a research and development method with a quantitative description approach. Data collection techniques through observation, interviews and questionnaires.

### **IV. RESULTS AND FINDINGS**

The results of research by Henry, Bruland and Sano-Franchini (2011) show that the development of mentoring provides four effective keys, including: (1) providing psychological / emotional support; (2) providing support for setting goals and choosing career paths; (3) providing knowledge support for academic subjects that aim to advance student knowledge relevant to the chosen field; and (4) providing support for role model specifications (Henry, Bruland, & Sano-Franchini, 2011). This shows that as a tutor in mentoring is expected to have the ability and psychological support to guide students practicing in developing pedagogical competencies in managing learning. Thus, the role of the tutor teacher is very important in providing mentoring to practicing students to develop their pedagogical competencies through KDP training materials as a reference.

In this connection, the research results of Dunlosky et al (2013) prove that teachers are the pivot that can develop students' abilities. This means that the ability of students can be improved during the teaching practice process in the classroom, because it is a place to carry out teaching activities during the practice of the teaching profession and this provides convenience for teachers to guide student practice(Dunlosky, Rawson, Marsh, Nathan, & Willingham, 2013).

Thus, it can be said that the tutor teacher is one of the strategic components in an effort to improve pedagogical competence of students practicing through continuous mentoring activities so that students are increasingly optimal in managing effective and efficient learning.

Then, the studies of Peter Hudson, Sue Hudson, Brian Gray, and Ray Bloxham (2013) show that experienced mentors or mentors consider vision to improve teaching and learning as professional ways needed for educational

change. Furthermore, this study also explains that the process of mentoring or mentoring will facilitate changes in effective learning practices. In addition, the results of this study also explained that effective mentors or mentors were communicators and sources who were willing to share knowledge to improve teaching and learning. A positive relationship between mentor and mentee will be demonstrated by mutual respect during the mentoring process and becomes a channel for discussing pedagogical practices (Hudson, Hudson, Gray, & Bloxham, 2013).

Referring to the various concepts above, it can be concluded that the module as a form of KDP training materials in the form of modules is a unit of learning material that is designed systematically, directed, and structured and use language that is easy to understand in order to facilitate tutor teachers in mentoring activities for students practicing both independently and in groups to improve teaching competence. To that end, the preparation of KDP training materials in the form of this module is arranged systematically, that is, the material is presented coherently or in sequence. It is said to be operational because every definition or material presented in the training material in the form of modules is easy to understand, and directed because its development is based on the objectives and functions, characteristics, principles of its supervision, as well as its advantages and disadvantages.

Through this KDP training material developed, tutors can learn to understand and apply theory and procedures systematically in guiding students to improve their pedagogical competence in managing learning effectively and efficiently and attractively. In addition, tutor teachers can apply constructivist learning theory in using KDP training in guiding student students. PKK training materials were developed by combining theory, examples of performance, and pictures and illustrations as a reference in guiding students to practice. The ultimate goal of this development research is to produce KDP training material products for tutors according to their needs, according to their effectiveness and according to their elements of attractiveness. In addition, the purpose of the distribution of this training material is also to be able to produce a KDP training material that can improve the mentoring ability of tutor teachers in facilitating students who are mentored.

Therefore. KDP training materials can have a positive influence and have a significant impact on tutors effectively in mentoring students practically optimally. This will be seen from the increase in pedagogical competence of students practicing in managing learning resulting from tutor activities after using the KDP training module. In line with the description, in Law No. 14 of 2005 concerning Teachers and Lecturers explained that pedagogical competence is the ability of teachers in managing student learners.

To measure the pedagogical competence of students, the indicator is the quality of the learning done, this is the main indicator. Therefore, the scope of the achievement of this competency is directly related to the breadth and depth of students' ability to practice in planning, implementing and developing and carrying out evaluation of learning. This is in line, the findings of Judge Adnan in his research entitled *The Contribution of Competence Teachers (Pedagogical, Personality, Professional Competence and Social) on the Performance of Learning* shows that.

## V. CONCLUSION

The results of data analysis using multiple regression showed that, partially pedagogical, personal competence, professional competence and social competence have a significant influence in improving learning performance.

The contribution of all teaching competencies simultaneously or jointly declared significant has influence in improving the quality of performance in the learning process.

This finding shows that partially pedagogical competence, personality, professional competence and social competence have a significant effect in improving learning performance and the contribution of all teaching competencies simultaneously is said to significantly influence the improvement in the quality of performance in the learning process undertaken. Pedagogic competence can improve learning performance and contribute consists of the ability and willingness that play a role in pedagogic collaboration for self-development and contribute to the development of others.

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