

Perceptions of Transformational Teacher towards Increasing Teacher Pedagogical Competency in Rokan Hulu Regency

Duwanita Sheldiha¹, Darmansyah², Fetri Yeni J³, Rahmi Pratiwi⁴

Kurikulum dan Teknologi Pendidikan Fakultas Ilmu Pendidikan Universitas Negeri Padang

Email : duwanita162@gmail.com

Abstract

Pedagogical competence is one type of competence that teachers absolutely need to master. Pedagogical competence is basically the teacher's ability to manage student learning. Pedagogical competency is a distinctive competency, which will differentiate teachers from other professions and will determine the level of success of the learning process and outcomes of their students. Based on the results of an interview with one of the practicing teachers, it is clear that teachers still lack understanding of this pedagogical competency. Therefore, this research aims to describe improving the pedagogical competence of driving teachers who have taken part in the Driving Teacher Education Program (PPGP) training in Rokan Hulu Regency. This research uses descriptive quantitative research which aims to describe the actual situation of the research population based on samples taken from data obtained in the form of numbers. The sample for this research was 45 teachers from class 10 of Rokan Hulu district. Data collection was carried out using a questionnaire consisting of 30 statement items which had previously been validated. The results of this research show that the perception of driving teachers towards increasing the pedagogical competence of teachers in Rokan Hulu Regency is understanding the character of students with a percentage of 81.76% is in the very good category, mastery of learning theory with a percentage of 70.09% is in the good category, reflection on learning with a percentage of 83.98% is in the very good category, the use of technology in learning with a percentage of 80.28% is in the good category and evaluation of learning outcomes with a percentage of 72.96% is in the good category. Based on the findings above, it can be concluded that the driving teacher education program can improve teachers' pedagogical competence, to create more effective learning in schools.

Keywords: Perception, Driving Teacher, Pedagogical Competence.

INTRODUCTION

Minister of Education, Culture, Research and Technology Nadiem Anwar Makarim said that Transformational Teacher are teachers who do not just encourage increased student achievement in the classroom and develop their own competencies. According to him it was not enough. Motivating teachers are designed to have a wider impact, both on students, fellow teachers and the school environment. (Directorate General of Teachers and Education Personnel, 2019).

This program aims to provide learning and pedagogical leadership skills to teachers so that they are able to mobilize learning communities, both within and outside the educational unit, so that they have the potential to become educational leaders who can create a sense of comfort and happiness for students when they are in their respective educational unit environments. Students' sense of comfort and enjoyment is demonstrated through positive attitudes and emotions towards the educational unit, having a positive attitude towards the educational process

means they will feel happy to take part in activities in the educational unit, free from feelings of anxiety, free from complaints about the physical condition of the educational unit, and have no social problems in their educational unit. The ability to mobilize a learning community is the ability of teachers to motivate and be actively involved with members of their community to be reflective, collaborative and share the knowledge they have and learn from each other in order to achieve common goals. (Sodik, Oviyanti, & Afgani, 2021).

The driving teacher program is a government initiative that aims to produce teachers who are not only competent in delivering material, but are also able to become agents of change in the school environment and society. This program is expected to create a better educational ecosystem, where teachers can collaborate and innovate in overcoming various challenges faced in the world of education. (Ministry of Education and Culture, 2020).

During education and training, Transformational Teacher gain various knowledge, both online and face-to-face training. One of them is in individual mentoring 4, the

teacher gets material about the competencies that teachers must have, one of which is pedagogical competence. Then, during individual mentoring, the prospective driving teacher will be assessed by practical teachers and evaluation monitoring from the Driving Teacher Center itself, whether the prospective driving teacher fulfills and understands this pedagogical competency.

METHOD

This research is descriptive quantitative research. Descriptive quantitative research is research that focuses on presenting data in the form of numbers using statistical formulas. So, in carrying out this research, we used a quantitative method with a descriptive approach design, which aims to provide a clear picture of the perceptions of Transformational Teacher towards increasing pedagogical competence in Rokan Hulu district. As stated by Arikunto (2014: 234), descriptive research is not intended to test a particular hypothesis, but only describes what is about a variable, symptom or situation.

In this research, what will be described is the perception of Transformational Teacher towards increasing pedagogical competence in Rokan Hulu district.

RESULTS AND DISCUSSION

Understanding Student Character is one of the sub-variables contained in research on the perceptions of Transformational Teacher towards increasing teacher competency in Rokan Hulu Regency. The purpose of this understanding is to assist educators in designing appropriate learning strategies, creating a conducive learning environment, and supporting students' academic, emotional and social development. The following is a diagram of the data findings carried out on class 10 Transformational Teacher in Rokan Hulu Regency.

The results of data analysis show that the percentage of teachers' opinions who strongly agree with the sub-variable of understanding students' character is 58.15%, which means that Transformational Teacher strongly agree with increasing their pedagogical competence by participating in this driving teacher education program. So, the overall average percentage of

this sub-variable indicator is 81.76%. By using predetermined criteria and percentage score scales, students' understanding of character is in the "Very Good" category.

The results of data analysis on mastery of learning theory show that the percentage of teachers' opinions who strongly agree with the sub-variable of mastery of learning theory is 39.63%, which means that Transformational Teacher strongly agree with increasing their pedagogical competence. So, the average percentage of the overall indicators for this sub-variable is 70.09%. By using predetermined criteria and percentage score scales, students' understanding of character is in the "Good" category.

The results of data analysis on reflection in learning show that the percentage of teachers' opinions who strongly agree with the learning theory mastery sub-variable is 62.59%, which means that Transformational Teacher strongly agree with increasing their pedagogical competence. The average percentage of the overall indicators for this sub-variable is 83.98%. By using predetermined criteria and percentage score scales, students' understanding of character is in the "Very Good" category.

The results of data analysis on the use of learning theory show that the percentage of teachers' opinions who strongly agree with the sub-variable mastery of learning theory is 50.74%, which means that Transformational Teacher strongly agree with increasing their pedagogical competence. So, the average percentage of the overall indicators for this sub-variable is 80.28%. By using predetermined criteria and percentage score scales, students' understanding of character is in the "Good" category.

The results of data analysis in the evaluation of learning outcomes show that the percentage of teachers' opinions who strongly agree with the sub-variable mastery of learning theory is 49.63%, which means that Transformational Teacher strongly agree with increasing their pedagogical competence. So, the average percentage of the overall indicators for this sub-variable is 73.15%. By using predetermined criteria and percentage score scales, students'

understanding of character is in the "Good" category.

Research analysis regarding indicators of understanding of student character in carrying out educational learning is in the very good category with a percentage of 81.76%. In the sub-indicator the ability to understand students' potential, an average of 71.30% was obtained and in the sub-indicator the ability to understand students' learning needs, an average of 92.22% was obtained. This means that Transformational Teacher who have participated in this driving teacher education program are able to understand the character of students at school well and can carry out good learning in accordance with the students' character and needs. As stated by Daryanto (2013), pedagogical competence, including understanding the character of students, is one of the main pillars of a teacher's success. Teachers who understand the character of students can design learning that is interesting, relevant, and able to motivate students to learn more effectively.

This was also conveyed by Ekayanti Tarigan (2022) that the main task of teachers is to design learning, implement learning, and evaluate learning as an effort to form teacher pedagogical competence. And also elementary school teachers must be skilled in managing enjoyable learning to shape the character of students in order to improve the quality of education in Indonesia.

Nurul Nisa et al (2021) also said that in achieving effective student learning outcomes, one of them must be supported by the competence of a teacher because it supports the achievement of student learning achievements. Teachers must be able to develop their pedagogical competencies to create effective learning outcomes. One of these competencies is being able to understand the characteristics of students (Nisa, Hidayat, Apriliani, & Prihantini, 2021).

Based on the research results, indicators of mastery of learning theory towards increasing pedagogical competence are in the good category with a percentage of 70.09%. In the sub-indicator of understanding of theory and principles of learning, an average of 67.22% was obtained, and in the sub-indicator of the ability to connect

theory with practice, an average of 72.96% was obtained. Mastery of learning theory is an integral part of pedagogical competence that supports the success of the learning process. By understanding various learning theories, educators can design effective learning strategies, according to student characteristics and learning objectives. In line with the opinion of Mulyasa (2013), he emphasized that mastery of learning theory is one of the main aspects in developing teacher pedagogical competence. This understanding helps teachers design, implement and evaluate effective learning, thereby improving the quality of learning.

This was also conveyed by Putri Balqis et al (2014) that teachers' pedagogical competence in the learning process is carried out by deepening and consolidating a number of learning materials as contained in the textbook (Balqis, Usman, & Ibrahim, 2014). Siti Nuraeni Mitra and Kun Nurachadijat (2023) also said that a teacher's competence will be maximized and the learning process will run smoothly if it is supported by learning facilities in teaching and learning activities, and this will influence the level of student learning motivation.

Based on the research results, indicators of classroom reflection on improving teacher pedagogical competence are in the very good category with a percentage of 83.98%. With an average of 74.26% in the sub-indicator of the ability to reflect in class and in the sub-indicator of using reflection results to design learning methods, the average was 93.70%. In line with the opinion of (Mulyasa E., 2013) reflection in learning is an important component in improving teacher pedagogical competence. By reflecting, teachers can evaluate the methods, approaches and learning strategies used to improve teaching effectiveness.

Deassy and Endang (2018 : 4) state that pedagogical competence is the ability of educators to create varied learning atmospheres and experiences in managing students who fulfill the curriculum being delivered. By carrying out reflective learning and varied learning processes, students will be more enthusiastic in participating in the learning process. Pedagogical competency skills are the first step that professional teachers need to have. Pedagogical

knowledge generally refers to broad principles and strategies in classroom management.

This was also conveyed by Ponsawan Suphasri and Sumalee Chinokul (2021) that reflective practice has become a keyword in teacher education as a sign of professional competence. Although the importance of reflectiveness has long been recognized, a common agreement has not yet been reached regarding how such practice should be defined or what processes should be initiated and the paradigms and processes of reflective practice change over time (Suphasri & Chinokul, 2021)

Based on the results of research regarding the use of technology in learning to increase teacher pedagogical competence, it is in the "Good" category with a percentage of 80.28%. In the sub-indicator the ability to create interactive learning with an average of 89.81% and in the sub-indicator of implementing innovative models the average is 70.74%. This means that this driving teacher has utilized technology in the teaching and learning process well. Meanwhile, according to Salma, et al (2008), learning technology is a process with a certain system that makes it easier for students to learn and can examine learning problems, thereby making learning more effective.

Regarding the use of technology in learning (Mariscal, Albarracin, Mobo, & Cutillas, 2023) also adds that pedagogical competence involves creating an effective learning environment. This research investigates the pedagogical competence of elementary school teachers in integrating technology in classroom learning. In their teaching they engage students in meaningful learning experiences and design activities appropriate to their level of technological competency.

Pebria Dheni Purnasari and Yosua Damas Sadewo (2020) also said that the use of technology in teaching will encourage teachers to create technology-based learning processes. Effective learning can be seen from how learning can answer students' needs and the demands of modern progress (Purnasari & Sadewo, 2020).

Based on research results, the learning outcomes evaluation indicators for increasing teacher pedagogical competence are in the "Good" category with a percentage of 73.15%.

With an average of 72.96% in the sub-indicator of the ability to assess learning outcomes and an average of 73.33% in the sub-indicator of the ability to provide feedback to students. This means that the teacher is good at evaluating learning in the classroom, because evaluation is an important component in learning which functions to assess the extent to which learning objectives have been achieved.

This is in line with the opinion of (Lussy, 2015) that the role of teachers' pedagogical competence is the ability to manage student learning, which includes students' understanding, design, implementation and evaluation of learning. Effective evaluation allows teachers to adjust learning strategies according to student needs.

CONCLUSION

From the results of the research and discussion regarding the perceptions of Transformational Teacher towards increasing the pedagogical competence of teachers in Rokan Hulu Regency, supported by the distribution of questionnaires or questionnaires via Google Form to teachers with a total of 30 items of statements and 45 class 10 Transformational Teacher as sample respondents, it shows that based on the data and findings that have been described, it can be concluded that:

1. Students' understanding of character is in the "Very Good" category with the Respondent Achievement Level (TCR) obtained is 81.76%. On the indicator of the ability to understand students' potential, the average was 71.30% and on the indicator of the ability to understand students' learning needs, the average was 92.22%.
2. Mastery of learning theory is in the "Good" category with the average Respondent Achievement Level (TCR) obtained is 70.09%. The indicator of understanding of theory and learning principles obtained an average of 67.22% and the indicator of the ability to connect theory with practice obtained an average of 72.96%.
3. Reflections on learning in class are in the "Very Good" category with an average Respondent Achievement Level (TCR) of 83.98%. With an average of 74.26% on the

indicator of the ability to reflect in class and an average of 93.70% on the indicator of using reflection results to design learning methods.

4. The use of technology in learning is in the "Good" category with the average Respondent Achievement Level (TCR) is 80.28%. With an average of 89.81% on the ability indicator to create interactive learning and an average of 70.74% on the implementation indicator model.
5. Evaluation of learning outcomes is in the "Good" category with the average Respondent Achievement Level (TCR) obtained is 73.15%. With an average of 72.96% on the ability indicator to assess learning outcomes and an average of 73.33% was obtained on indicator ability to provide feedback to students.

SUGGESTION

Based on the research results and conclusions, from this research the following suggestions can be given:

1. For Teachers

It is hoped that this research can become a reference and guide for new teachers in improving their pedagogical competencies. With this research, teachers can use this research as guidance material in improving pedagogical competence in learning at school.

2. For School Principals

School principals are expected to continue to maintain the quality of teacher pedagogical competence in Rokan Hulu Regency and encourage other teachers to further improve their pedagogical competence and other teacher competencies in implementation learning at school.

3. For Further Researchers

This research is descriptive research, namely by describing the perceptions of Transformational Teacher towards increasing teacher pedagogical competence in Rokan Hulu Regency. The limitation of this research is that this research was only conducted on Class 10 Transformational Teacher in Rokan Hulu Regency, so it does not know the perceptions of teachers

throughout Rokan Hulu Regency. And the limitations of researchers who only discuss teachers' perceptions of pedagogical competence, the researchers hope for Further research can examine the other three competencies, namely competence social, personality competence, and competence professional Teacher. So that the results of this research can be used as input for students, teachers and schools.

ACKNOWLEDGEMENT

1. Mr Prof. Dr. Darmansyah, S.T., M.Pd as Academic Supervisor and Supervisor in writing this thesis who has taken the time to guide, provide knowledge, advice, support and direction to the author in completing this thesis well.
2. Mrs. Dr. Fetri Yenni J, M.Pd and Mrs. Dr. Rahmi Pratiwi, M.Pd. as Examining Lecturer I and II who have provided a lot of input in writing this thesis.
3. Mr. Nofri Hendri, S.Pd., M.Pd. as Head of the Curriculum and Educational Technology Department, Faculty of Education, University State Padang.
4. Sir/Madam lecturers and teaching staff who have been willing to provide useful and useful supplies during lectures.
5. Mrs. Reisky Bestary, S.Pd., M.Pd. as the Head of the Riau Provincial Teacher Mobilization Center along with all employees of the Riau Provincial Teacher Mobilization Center and Mrs. Nurhayati as Person in Charge of the PPGP from the Education and Sports Service of Rokan Hulu Regency and also Mrs. Emi Salmawati as the Coordinator of Practical Teachers for PPGP Class 10 Rokan Hulu Regency, who have given the author the opportunity to conduct research and obtain a number of important information in completing this thesis.
6. Mr. and Mrs. Mover Teachers Class 10 Rokan Hulu Regency who have helped the author in completing this thesis.
7. Especially to the writer's parents, Mama Nenny Yanti and Papa Eri Sasmita, who have always been the writer's encouragement. Thank you for all the continuous support and

abundance of prayers for the writer, and always giving affection with love which means a lot to the writer in completing his studies and getting a bachelor's degree.

8. To the writer's brother Morine, S.Ak and the writer's brother Richoy Katiga who always provide continuous support, motivation and enthusiasm who always accompany the writer with sincere prayers for the smooth running of the writer's thesis and studies.
9. All the Educational Technology colleagues from the class of 2020 who always provide encouragement and very valuable input for the author.
10. Lastly and most special to the author herself, Du Wanita Sheldiha. Thank you for surviving this far, thank you for continuing to choose to try and always celebrating yourself to get to this point even though you often feel hopeless about what you have achieved. worked on and haven't succeeded, but thank you for remaining a human being who is always willing to try and doesn't get tired of trying easily. Thank you for not giving up no matter how difficult the process of preparing this study and thesis was and for completing it well and to the best of your ability. Always be happy wherever you are, whatever you have less or more, let's always celebrate yourself.

BIBLIOGRAPHY

- Al-Wijdan. (2021). Strategi Meningkatkan Kinerja Guru Pendidikan Agama Islam melalui Program Guru Penggerak. 2.
- Arviansyah, M. R., & Shagena, A. (2022, Februari 28). Efektivitas dan Peran Guru dalam Kurikulum Merdeka Belajar. *Lentera: Jurnal Ilmiah Kependidikan*, pp. 40-50.
- Direktorat Jenderal Guru dan Tenaga Kependidikan. (2019). Mengenal Konsep Merdeka Belajar dan Guru Penggerak.
- Faiz, A., & Faridah. (2022). Program Guru Penggerak sebagai Sumber Belajar konstruktivisme. *Jurnal Pendidikan dan Pembelajaran*, 87.
- Genitri, W. (2022). Kompetensi Pedagogik Guru Dalam Membentuk Karakter Siswa Sekolah Dasar. *Jurnal Ilmiah Pendidikan, Agama dan Kebudayaan Hindu*.
- Kementrian Pendidikan dan Kebudayaan. (2020). Program Guru Penggerak: Panduan Implementasi. In *Kemdikbud*. Jakarta.
- Kumparan. (2023). Pengertian Persepsi, Faktor-faktor dan Prosesnya. *Pengertian dan Istilah*.
- Lussy, L. (2015). Peranan Kompetensi Pedagogik Guru dalam Meningkatkan Prestasi Belajar Siswa.
- Mansyur, A. R., & Bunyamin, A. (2021). Wawasab Kepemimpinan Guru (Teacher Leadership) dan Konsep Guru Penggerak. *Education dan Learning Journal*, 101-109.
- Mulyasa, H. (2021). *Menjadi Guru Penggerak Merdeka Belajar*.
- Nisa, N., Hidayat, N. S., Apriliani, S. L., & Prihantini, P. (2021). Kompetensi Pedagogik Guru dalam Membangun Hasil Belajar Yang Efektif. *Aulad Journal on Early Childhood*.
- Purnasari, P. D., & Sadewo, Y. D. (2020). Pemanfaatan Teknologi Dalam Pembelajaran Sebagai Upaya Peningkatan Kompetesnsi. *Jurnal Publikasi Pendidikan*, 189.
- Rahmaniah, Akmaluddin, & Mukhlisuddin. (2024). Manajerial Kepala Sekolah dalam Meningkatkan Kompetensi Pedagogik Guru pada Sekolah Penggerak SMP Kota Banda Aceh. *Jurnal Manajemen Pendidikan dan Ilmu Sosial*.
- Sari, D.P., & Rahman, A. (2021). Evaluasi Program Guru Penggerak dalam Meningkatkan Kompetensi Pedagogik Guru. *Jurnal Pendidikan dan Kebudayaan*, 45-60.
- Sodik, N., Oviyanti, F., & Afgani, M. W. (2021, November). Strategi Meningkatkan Kinerja Guru Pendidikan Agama Islam Melalui Program Guru Penggerak. pp. 3-4.
- Syafril. (2019). Statistika Pendidikan.
- Umboh, C. P., Lengkong, F. D., & Plangiten, N. N. (2023). Efektivitas Program Guru Penggerak Kementerian Pendidikan Kebudayaan Riset dan Teknologi di SMP

Negeri 3 Tumpang. *Jurnal Administrasi Publik*, 118.