

Pedagogic Competence And Indonesian Language Competence Pre-Service Teacher Of Elementary Program

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Abstract: Pedagogic competence is a competency that must be possessed by teachers, pedagogic competence is the ability of teachers in managing students including student understanding, curriculum/syllabus development, learning design, implementation of educational and dialogical learning, evaluation of learning outcomes, and development of students to actualize their potential. While language competence is a competency that needs to be mastered by a teacher to be stocked in the learning process. this research uses associative quantitative descriptive research design. The number of samples taken was 350 students from Jambi university elementary school education using purposive sampling. Based on the results and discussion, it was found that pedagogic and language competence had a good category. This was supported by the relationship between pedagogic competence and language competence of 0.723 and had a positive relationship. That is because a pre-service teacher must have pedagogical abilities within him, which are used to support him when learning and teaching takes place.

Index Terms : Pedagogic Competence; Language Competence; Pre-Service Teacher

1. INTRODUCTION

Indonesian is one of the communication tools used in everyday life in the State of Indonesia, in the Constitution of the Republic of Indonesia in 1945 Article 36 reads "the language of the country is Indonesian". [1]; A language tool for communication and emphasizing the close relationship between language and social-cultural environments. [2]; Indonesian is one of the foreign languages that is popular and favored by other nations, and is taught in more than 140 countries in the world, such as Australia, Japan, PRC, and South Korea." prepare everything like in terms of mastery and understanding of Indonesian language competence which is the official language in this country, even our neighboring countries begin to apply Indonesian to be studied. Whereas in higher education according to Law of the Republic of Indonesia Number 12 of 2012 concerning Higher Education article 37 paragraph (1) regulating Indonesian Language as the official language of the state must be the language of instruction in Higher Education [3]. Indonesian in education besides being a subject that is taught, it also becomes an introduction in every learning process. In pedagogic competence, Indonesian language skills are included in the process of learning activities that need to be taught to students and that need to be mastered by educators. [4]; [5]; [6] Pedagogic competence is teacher competence in learning the management of students. Pedagogic competence is the ability of teachers in managing students including understanding of students, developing curriculum/syllabus, designing learning, implementing learning that is educational and dialogic, evaluating learning outcomes, and developing students to actualize their various potentials [7]; [8]; [9]. As a candidate for elementary school teachers students needs to prepare for all needs such as in the competency of Indonesian language knowledge, which is used in the learning process as a branch of knowledge that is taught to students. in addition to being a branch of Indonesian language science included in pedagogical competence because in Indonesian language pedagogical competence is used as the language of instruction in every learning between prospective elementary school teachers and students [10]; [11]; [12]. The teacher is an important instrument in realizing good learning. Good learning can be supported by good teacher competencies.

Competencies as the ability to perform tasks in a specific situation, for instances in a classroom situation, in a flexible and adaptive fashion [13]. Teacher competencies that must be mastered are pedagogical, professional, personality and social competence. Teacher competencies that are mandatory for teachers include pedagogic competence, personality competence, social competence and professional competencies obtained through professional education [14]. Teachers who have good competence will produce students who are successful in learning. Pedagogical competence can be described as a teacher's ability and will regularly apply attitude, knowledge, and skills that promote student learning. [15]; [16]; [17]. Pedagogic competence is one of the most important competencies. It was an integration of teachers' pedagogical knowledge and content knowledge into a 'special form of professional understanding' [18]; [19]; [20]. From his point of view, the teacher reflects general but also must use certain concepts and ideas, such as teaching methods, teaching materials, communication with students, cooperation with coworkers [21]. Pedagogic competencies include things that are very important in learning such as teaching skills, evaluation, and assessment. Pedagogical Knowledge (PK): PK relates to teaching methodologies and approaches, including knowledge in teaching and classroom management, assessment, evaluation, development of lesson plans (RPP), and student learning [22]. Pedagogical Competence of teachers must understand the characteristics of students from physical, moral, social, cultural, emotional and intellectual aspects [23]. This shows that in carrying out learning the teacher must integrate the cultural values and social-cultural background of the students. Shulman suggests that these things are possible for the process of pedagogical reasoning and action. The model describing the teacher's understanding of matter is transformed to make it 'teachable'. This process of transformation of different sources of knowledge, the most important being pedagogical content knowledge [24]. The purpose of this study is to look at the relationship of pedagogic competencies with the language competencies of elementary school teacher education students and their impact on prospective teachers and elementary school students. The question in this study is whether there is a relationship between pedagogic competence and language competence of

elementary school teacher education students.

Not Good	26-50
Very Not Good	0-25

2 METHODOLOGY

2.1 Research Design

This study uses a quantitative research approach. [25]; quantitative research means for testing by examining the relationship among variables. [26]; quantitative is to test a theory, build facts, show relationships and influences and comparisons between variables, provide statistical descriptions, interpret and predict the results". The research design used in this study is quantitative descriptive research design. The research design was applied in accordance with the objectives of the study, namely to know the relationship between pedagogic competence and language competence of elementary school teacher education students.

2.2 Research Sample

The total sample of this study is 350 students of education at the elementary school of Jambi University. Samples are designed and determined using purposive sampling technique. Purposive sampling is the selection of samples based on the criteria of the researcher [27].

2.3 Instruments and Procedures

Data collection in this study used multiple choice question instruments and interviews. The pattern of the answer option has been determined. Multiple choice is the method of collecting data in a question or statement then after being filled in completely, the researchers examine it [25]. Researchers provide multiple choice questions to elementary school teacher education students with four answer choices. Multiple choice questions aim to look at the level of pedagogical competence and language competence of students in elementary school education. Below is a categorization of the table of ranges for multiple choice tests, there are four categories, which are very good, good, not good and very bad.

Table 1. Categorization of the range of MCQs in language and language

Category	Value Ranges
Very Good	76-100
Good	51-75

Data from multiple choice test questions were analyzed to be used as descriptive statistics. Then the researcher continues to collect data using structured interview instruments. Interviews are used to strengthen multiple choice results.

3 RESULTS AND DISCUSSION

3.1 Results

Teacher's pedagogic competence is seen from the mastery of the content of a material, mastery of innovation in learning media, mastery in terms of teaching techniques (models, methods, and strategies). the renewal in this study is more specific about pedagogical competencies of primary school teacher candidates who must also be reviewed by language competency skills. It is important that prospective primary school teachers must understand the study of language material, innovation, and learning strategies that must be used in language teaching. Mastery of competence is very important for a teacher. Competence plays an important role for teachers in implementing learning well. [13] defines competence as the ability to perform tasks in certain situations, for example, class situations, in a flexible and adaptive way. At present the factor of pedagogic competence, professional teacher candidates are very preferred for Jambi university teacher candidates, because according to the law a teacher must master 4 competencies. [14]; Teachers and Lecturers, namely teacher competencies as referred include pedagogical competencies, personality competencies, social competencies, and professional competencies obtained through professional education. The renewal in this research is to strengthen the system of increasing competence in prospective teachers.

a. Descriptive Results Of Pedagogic Competence

The following are the results of multiple choice data to obtain data on the pedagogic competencies of the prospective teacher's education program in Jambi elementary school teachers.

Table 2. Multiple-choice Prospective teachers Pedagogic Competence Results

	Male			Female		
	Category	Frequency	%	Category	Frequency	%
Prospective Teachers Elementary Education	Very Good	26	16.7	Very Good	35	18.1
	Good	65	41.7	Good	84	42.3
	Not Good	49	31.4	Not Good	61	31.4
	Very Not Good	16	10.3	Very Not Good	14	8.2
Total		156	100	Total	194	100

Based on table 2 above, out of 350 respondents divided into 156 males and 195 females producing male data included in the very good category with a percentage of 16.7%, good category with a percentage of 41.7%, not good category with percentage of 31.4% and 10.3% included in the very not good category. While 194 female respondents produced 18.1% of the data included in the very good category, 42.3% including the good category, 31.4% included in the not good category

and 8.2% included in the very not good category. This data shows that most of the existing categories are good.

b. Descriptive Results Of Language Competence

The following are the results of multiple choice data to obtain data on the language competencies of the prospective teacher's education program in Jambi elementary school teachers.

Table 3. Multiple-choice Prospective teachers Language Competence Results

	Male			Female		
	Category	Frequency	%	Category	frequency	%
Prospective Teachers Elementary Education	Very Good	36	23.1	Very Good	39	20.1
	Good	59	37.8	Good	74	38.1
	Not Good	44	28.2	Not Good	65	33.5
	Very Not Good	17	10.9	Very Not Good	16	8.3
Total		156	100	Total	194	100

Based on table 3 above, out of 350 respondents divided into 156 males and 195 females. Producing male data included in the very good category with a percentage of 23.1%, good category with a percentage of 37.87%, not good category with percentage of 28.2% and 10.9% included in the very not good category. While 194 female respondents produced 20.1% of the data included in the very good category, 38.1% including the good category, 33.5% included in the not good category

and 8.3% included in the very not good category. This data shows that most of the existing categories are good.

c. The Relationship Between Pedagogic Competence And Language Competence

The results from pedagogic competence and language competence are described in the following table:

Table 4. The Relationship Students Of Physics Education Study Program Of Universitas Jambi

		Pedagogic Competence	Language Competence
Pedagogic Competence	Pearson Correlation	1	.723
	Sig. (2-tailed)		.026
	N	350	350
Language Competence	Pearson Correlation	.723	1
	Sig. (2-tailed)	.026	
	N	350	350

From table 4, we can see that the sig value is 0.027 small than 0.05, it can be concluded that there is a relationship between pedagogic competence and language competence of prospective Jambi elementary school teachers with R-values of 0.723 and positive. If the value of sig < 0.05 then there is a relationship [28].

3.2 Discussion

Language competence underlies mastery and language comprehension in learning. Efforts to improve the language competence of prospective study program teachers at Jambi University elementary school teachers through courses on language, Through courses in aspects of language, prospective teachers can improve language competencies which will be useful when they become teachers later. Whereas pedagogic competence is a competency that leads to mastery of the material. [29]; [30]; [31] Pedagogical knowledge is not exactly the same as knowledge of the subject matter. However, they are closely related. This is because mastery and use of pedagogical knowledge in the

implementation of classroom learning will show how many competencies they have about the subject matter. This shows that mastery of language competence contributes to pedagogical competence. Language teacher competency has an influence on pedagogical competence. Having good language competence means that pedagogical competence is also good. Teacher's pedagogic competence is the ability of the teacher to manage lessons that complement the understanding and knowledge base of education that has academic and intellectual expertise. Mastering good pedagogical competencies show the level of professionalism of prospective teachers. [32]; [33]; say that Professional Identity Teachers: 1) structured during the process of continuous and uninterrupted interpretation, feedback from and self-reflection on teacher experience, 2) are the results of interactions between their individual characteristics and social context, and consequently there is no single and unique Professional Identity, 3) consisting of individual Sub-Identities, some of which are in harmony with one another, while others are conflicting. In addition, professional development is a key

component, because teachers are in a constant development process. Language learning is often considered a scary lesson for students. This has become a challenge for teachers to do intense mathematics learning for students. [34]; [35]; one of the challenges currently faced by students is the rules and contents of language in a more effective, fun, and successful way. The argument over the past few years has revolved around cultural contributions to the promotion of language taught in schools. Language learning can be done through a constructivist approach by assimilating new knowledge and past experiences of students actively shaping their own meaning. Constructivism can be understood as an epistemological paradigm, in which the postmodernist relativism mentioned above may be most clearly manifested. [36]; [37]. Learners can combine the concept of language with their experience. In the framework of constructive learning especially in the field of language, students are encouraged to actively promote the development of their own effective learning concepts and can suggest ideas to improve future learning [38]; [39]. According to Act No. 16 of 2007 point 1 that "Pedagogical Competence of teachers must understand the characteristics of students from physical, moral, social, cultural, emotional and intellectual aspects [21]. It shows that in carrying out learning the teacher must integrate the cultural values and social-cultural background of the students. This means that teachers are required to carry out learning must follow the cultural and social-cultural values of students. Having knowledge about culture and socio-culture of students means that the teacher has fulfilled the demands of pedagogical competencies that must be mastered by the teacher. Knowledge of good teacher ethnoconstivism can support the implementation of effective learning. the teacher's role consists of various roles consisting of culture. This implies facts and environment when determining how the teacher's role is developed, and influences how it solves in different cultures, communities and geographical environments. Thus, it is difficult to offer a resolution that addresses the role of teachers without considering cultural, geographical and social differences [40]; [10]. Having poor ethnoconstructivism knowledge shows that the teacher has not mastered pedagogical competence well. The teacher has not been able to make the cultural background of the students as part of learning in the classroom. Prospective teachers must understand the concept of learning in elementary school obtained from the college period. Prospective teachers must get adequate practice and simulation. Because elementary school is the first step for prospective teachers to build their knowledge. Primary school is the first step where a child meets school experience. Elementary school acts as a basis for students to acquire future knowledge to study later and gives children the necessary learning habits, children need to spend this period in the environment and in good condition [41]; [42]. From table 4, we can see that the sig value is 0.027 small than 0.05, it can be concluded that there is a relationship between pedagogic competence and language competence of prospective Jambi elementary school teachers with R-values of 0.723 and positive. If the value of sig <0.05 then there is a relationship [28]. The purpose of the positive category itself is that there is a unidirectional relationship between variables X and Y, namely pedagogic competence and language competence. If pedagogical competence rises, then language competence rises, and if pedagogical competence falls then language competence also decreases. Then the purpose of

the negative category itself is the existence of a contradictory relationship between variables X and Y, that is, if pedagogical competencies increase, language competence does not necessarily increase, even decreases, and if pedagogical competency falls, language competence is not necessarily down, but increases. This is consistent with (Gall, 2003) $r = -1$ is a perfect negative correlation, meaning that there are conflicting relationships between variables X and Y, if X rises/high then Y falls/low, while $r = 1$ is a perfect correlation, which means there is a relationship in the direction of variable X and variable Y, if X rises then Y rises or if Y drops then X drops. So that the teacher has an important role in carrying out learning in school. the importance of the role of teachers, research shows that teachers play an important role in the implementation of inclusive education [43]. Especially for teachers in elementary schools to build a national identity. The role of significant pre-service teacher education must play the program, not only in preparing student teachers with the necessary teaching techniques and skills but also in helping them build strong and positive professional identities to overcome complex demands and possible challenges in their work in the future front [44]. And this according to [45]; [46] has distinguished between two forms of knowledge related, but different content.

4 CONCLUSION

Based on the results and discussion, it was found that pedagogic and language competence had a good category. This was supported by the relationship between pedagogic competence and language competence of 0.723 and had a positive relationship. That is because a pre-service teacher must have pedagogical abilities within him, which are used to support him when learning and teaching take place.

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