

MODEL FOR DEVELOPING TEACHERS PEDAGOGICAL COMPETENCE TO IMPROVE QUALITY OF LEARNING

(Study Case at Bandung Junior High School/ SMPN Bandung- Indonesia)

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Abstract

Education is a life tool by which man understands the meaning and nature of life and be able to perform tasks of life and living intelligently, has its quality, rewarding and dignified. Education was developed by matching between physical needs and the quality development of logic, conscience and their faith. Learning is the process of improving the quality of thinking and creativity to develop the values of intelligence, kindness, quality, humanity and usefulness.

Keyword: Education, Learning, Teachers Quality.

INTRODUCTION

Education is not a device that is composed of the physical structure, but is a system that is built on psychic structure. Build education is not the same as building buildings, roads and bridges. Education building is build quality thinking, shaping the character, integrity and identity, developing creative ideas, building quality of faith, conscience, and noble character. Thus, education is defined as all actions have an effect on the changes in the character, personality, thinking, and behavior. That is, education is not just a teaching in the sense of knowledge transfer activities, theory and facts merely academic or business is not just a test, the determination of criteria for graduation and diploma printing alone. The nature of education is the process of liberating learners from ignorance, incompetence, disability, untruth, dishonesty, morality and belief. So, the educational process is directed to a process of awareness and understanding of the meaning of life and life in true, honest, helpful and responsible. This is the basic essence of education.

The goals of the national development is emphasized on the human formation of the faithful, pious and noble. Faith and piety is not just a tool to carry out the task of life and living in the world, but the main thing is as a tool to bring the practices of the world to God Almighty. Thus, education is not narrowed as a means of seeking work alone nor is not narrowed as a tool to seek diploma alone.

In line with the rapid development of science, technology, modernization and industrialization, it will indirectly affect the mission, direction, programs, and system governance. Later, the school is not enough to equip students with a diploma alone. Teachers are not enough to just make the process of transferring knowledge, concepts, teori and insight into the didactic to the learners, study room will not only take place in the classroom, the evaluation system of learning is not enough to simply memorizing and measure memory, resource and learning tool not merely conventional, and the competition will be shifted from land to the virtual world. Source of power will be concentrated on information and real data and not the raw data contained in the statistics which is not clear enough.

Thus the policy makers and implementers of education, must formulate design quality, strategic plan, and priority programs to provide education in a clear, planned and measurable result, teachers have to portray himself as a waiter learning where the learning process is focused on helping the difficulties of students in the process of maturation personal quality. Schools should function as a center of development thinking, creative and center of civilization.

RESEARCH METHOD

The method used by the researchers is mixed method research, which combines qualitative and quantitative research. The model used is the model that the model of mix exploratory method which is preceded by a qualitative study. The results of qualitative research is strengthened and developed by quantitative research. The quantitative statistical data analysis is a type of non-parametric diguanakan, where researchers only describe quantitative data without passing the test instrument beforehand. The reasons for selecting this method is that the object under study requires the monitoring and assessment continuously, requiring pengakjian in full, in-depth and comprehensive.

RESULT AND DISCUSSION

The findings of the research results can be described as follows:

- i. The ability of teachers to observe and develop learning they were in middle range (54%). Learning process should be able to stimulate, attract attention and curiosity of students in learning in a factual manner. But in fact, a new learning activity is limited to the transfer of knowledge, concepts, theories and insights from teachers to students without much effect change for the development of the spirit and achievement motive for the students.
- ii. To cover up his/her weaknesses, teachers at SMPN Bandung trying to develop the ability of students to ask and to express their opinions in the study (58%). This skills and the ability to ask is at least can improve attention and concentration of students in learning.
- iii. By asking these methods, indirectly teachers have developed reasoning power of students inductively and deductively (67%), as mandated in the 2013 curriculum which emphasizes the development of inductive and deductive thinking skills.
- iv. Furthermore the development of the ability to ask, teachers provide an opportunity for students to develop the ability to try and study results (67%). The goal of the development of these skills is the ability to balance the learners in mastering theoretical and factual.
- v. In the development of communication skills for students through the learning system and learning classical group already has shown the results are not too disappointing (58%). Even in the reality shows that teachers have not been able to improve the skills to develop creative ideas and skills students learn to critically (33%)
- vi. The Limitation ability of teachers to develop creative ideas for students to learn (46%). As the result of many teachers implement a teacher-centered learning, whereas the concept mentioned of student-centered learning patterns. It should only encourages teachers and equip students with the general guidelines in learning. The learning process as it was not able to develop their talents, interests and abilities of students significantly.
- vii. Yet that does not mean teachers are not exposing themselves to develop a pattern of student-centered learning. Teachers provide flexibility think the students (63%), although the results are not encouraging.
- viii. Also in the pattern of constructivist learning, teachers SMPN Bandung generally have developed stimulation of learning to explore the student's ability, productive (67%). Teachers act as a stimulant developed through questions addressed to the learners. Teachers

- develop skills and talents of learners by asking questions. Talent and ability of learners expected to grow by stimulating learners by asking questions.
- ix. Why the result is not so good? Because SMPN Bandung generally not sensitive in building and developing the students' learning needs in an effective and productive (38%). Here's instincts and sensitivity which should grow on teachers SMPN Bandung, so that teachers develop learning patterns aspirationally.
 - x. In line with the results above, where teachers are less sensitive to students' needs and aspirations, this is caused by the attitude of apathetic teachers with less concerned about the curiosity to understand the learners (42%). Even this aspect that needs to get the attention of teachers so that teachers can develop the students toward curious learning attitude. Therefore, a teacher in a planned and applied is expected to develop the curiosity of students to something newly, quality and challenging.
 - xi. Within certain limits, even SMPN Bandung has not been able to encourage the growth of creative ideas and innovative ideas, but to some extent they can develop the ability to think systematically (50%). This capability should grow so that future teachers can improve the ability of creative and critical thinking among students. Therefore, teachers are required able to understand talent, the ability and character of student learning. To that end, constructive attitudes of teachers must be maintained and developed in a planned manner so that teachers develop critical ideas among students.
 - xii. Even so, teachers are generally able to develop thinking skills of analysis, synthesis, evaluating (50%). This capability is only at the level of average (50%), whereas this capability is the basic capabilities that must be possessed by students in developing the ability to think positively.
 - xiii. However, within the confines of a very simple, teachers make an effort to diagnose learning difficulties and expressed Definition learners to find a solution (38%). This ability needs to be improved because the aspirational learning patterns will only be developed if the teacher is able to capture the aspirations of learners is good.

Teachers at SMPN Bandung ability to develop contextual learning, among others, can be described as follows:

- a. Ability of teachers to develop learning activities contextually matched to the material being studied is in the average range (50%). As a result, most students only have the ability to learn in a textual, contextual learning ability while still weak. Students can only show a subject matter that is taught by a teacher, but has not been able to relate to other aspects outside the subject being taught. This capability should be developed considering the basis of comprehensive pengembangan thinking skills is the ability to develop contextual thinking.
- b. In particular level, teachers are generally able to dig up the facts of social reality. These facts were developed by teachers in the learning process (58%). With this capability, teachers can develop comprehensive capabilities between konseptual with factual learning. This vulnerability could encourage students to able to develop attitudes and social skills.
- c. Teacher's creativity in utilizing a variety of sources to provide stimulation of learners is still limited (33%). This is the creative ability that is important in the development of learning.
- d. In general, teachers are able to develop learning media and contextually relevant to the material with reality (58%). This is in line with the development of science and technology, especially the development of learning technologies very rapidly lately.
- e. Developing a "learning community", students learn in group activities (50%). The ability of teachers can encourage learners are able to develop their social sensitivity.

- f. Teachers develop "modeling" related material taught (to give an example, demonstrating specific working procedure) (54%).
- g. Teachers can give students the opportunity to reflect on the process and the results of their study (42%). With the ability to reflect on the study results, it is expected that learners can develop learning abilities productively.
- h. Using authentic assessment to assess the ability of learners (58%). Pattern objective assessment conducted by teachers can develop the ability to learn objectively. The principles of fairness in assessment pattern mengebangkan learn is what needs to be upheld by the teacher.

The ability of teachers at SMPN Bandung in Developing Problem Based Learning can be described as follows:

- a. SMPN Bandung in general are making efforts to stimulate problems in problem-based learning (58%). Learning patterns like this can stimulate students improve critical thinking skills.
- b. To develop a scientific attitude among learners, teachers try to develop the ability of learners to formulate hypotheses on the problem (58%). This is one of the scientific attitudes which improve the ability to perform presumption.
- c. Development of other scientific attitudes conducted by the teacher is to give students the opportunity to dig up information to prove the truth of the answers to the problem (54%). Educates students to think on the basis of facts or data and problems. On the basis of the ability to analyze the presumption (hypotheses), SMPN Bandung in general has developed the ability of learners to solve problems based on facts and data (54%). With this pattern, the teacher hopes to make students more intelligent, as one feature of smart student / genius is the ability to have a lot of ideas in solving problems (54%). Smart student is the student who has many initiation and answers.

Teacher's ability to develop a Social Spiritual Core Competence can be described as follows:

- a. Corresponding one of the missions of 2013 curriculum is spiritual attitudes and social attitudes, then SMPN Bandung has tried to make an effort to build attitudes and spiritual values (75%). Nevertheless, the assessment of student ability to develop a spiritual concept, it still uses a frame-think quantitatively, so the result is still apparent.
- b. Even so, teachers are generally able to build spiritual and social attitudes through the words of verbal in the form of advice, solicitation, appeal (75%) by way of example, solicitation, advice and encouragement to students who do well.
- c. SMPN Bandung has done a good step in structuring and developing tasks and provide opportunities for learners to show the attitudes, skills, and understanding of the substance of learning is given (67%)
- d. So that learners do not act individually, then the teacher is trying to build an attitude of openness to give and receive opinions and ideas, as well as developing social tolerance in living groups (58%). These efforts are slowly evolving positively.
- e. To develop critical and creative thinking skills among learners, teachers are allowing students to think spontaneously and quickly, and swiftly in response to the issue (63%)
- f. In order to develop good character, to train teachers modesty in speech and generate the ability to empathize with each other (63%). It is developing positively. Likewise in the development of tolerance and social attitudes, teachers develop empathy with each other (67%).

- g. Considered the best result is the ability of teachers to train and familiarize the students to clean the classroom personally before the class (92%). It has developed very well.
- h. To create a learning environment that is comfortable and pleasant, teachers try to warm the atmosphere exciting learning to build a spirit of learners (75%). These efforts are generally developing well.

PROBLEMS TO BE DISCUSSED

The problems associated with optimizing the upgrading of pedagogic competency at SMPN Bandung, among others:

- a. Teachers are more established itself as the ruling class of learning server. As the ruling class teachers more to find fault and weaknesses of students and more memperhatian order and security elements of creating a cozy atmosphere, fun and challenging.
- b. Teachers prefer the element of rote rather than develop creativity, achievement motivation and enthusiasm the students to do their best. As a result, students only get the numbers of teachers and diploma from the school, while the value of kindness, honesty, confidence and responsibility to organize a better future is often overlooked.
- c. Education has narrowed its meaning becomes learning. Education also just be the transfer of knowledge and skills. In the end is suggested that the peak level is a test. Thus, there is a "conditioning" that the peak of educational achievement is the ability to answer a number of questions. Therefore, learning is directed at print businesses memorizing humans to answer a number of questions. The concept and system like this has indirectly ignored national education goals, destructive philosophy of education and educational theories.
- d. Education is more focused on increasing the quantity of outcomes rather than process quality. As a result, educational products only measured by the number of diploma issued by the government. Educational institution is like as a production tool diploma. Behind the diploma does not automatically attach to the faith, character, honor and human identity intact. As a result, the size of educational success is only seen from a sheet of diploma.
- e. Thinking and learning practices in an effort to create students are still completely separated from the objectives, concepts, philosophy and theory of education. Therefor, education only used as a tool to look for work, a tool for the position and a sheer power tool.
- f. Many teachers who teach what their regardless of ability level, learning pace and learning styles of learners. Teachers generally teach in average-ability learners. Those who are under the average being frustrated because of what the teachers are not well understood. While students who are above the average being bored because the material being taught is a material that is not newly to them.
- g. The weakening of the authority of the teacher and parents as a result of the shift of a role model to a child who is a popular figure (the artist, beyond the figures, etc.). As a result, the increasing number of children in conflict because of promiscuity, drugs, entertainment, domestic violence, etc.
- h. Teacher Status as professionals has not backed up by the profession law. As a result, tasks, functions, roles, authority, rights and responsibilities have not been protected by the profession law.
- i. These lacks of ability of teachers in developing the creativity of learning to the learners, cause slow maturation process the quality of learners. Activities to learn that many use patterns "traditional" in which to learn to walk as it is without the creativity and breakthroughs besides gets boring also weaken the ability to compete among learners.

THE THEORETICAL DISCUSSION

Education and learning process called the scientific¹ and quality if it meets criteria such as the following.

1. Learning is thinking and creativity with inspiration. Substantial learning is learning that based on facts and supported by the philosophical foundation and a clear theoretical basis. Therefore, the learning process should be explained by the specific logic or reasoning.
2. The teacher's explanation, the response of learners and educational interaction teacher-learners must remain guided by the noble values so as to improve the quality of logic will advance along with the increasing maturation process of the character and quality of education.
3. The learning process should be directed to the discovery and development of creative ideas and the ideas of innovation. The learning process is developed by using methods developed logical thinking, critical, creative and innovative. Teachers should be able to encourage and inspire learners are able to understand, implement, and develop ways of thinking rationally and objectively in response to the substance or learning materials.
4. Teachers should berpern as good psikolog who are able to understand the attitudes and behavior of students as well as able to develop learning on the basis of a psychological approach. Additionally, teacher must be a good communicator who is able to explain learning materials significantly. Thus, teachers are expected to be able to encourage and inspire learners are able to think hypothetically in seeing the differences, similarities, and link to one another on the substance or learning materials.

While operationally, education developed through the learning process, the process of freeing learners from ignorance, incompetence, ketidaberdayaan, untruth, dishonesty, injustice, and of poor hearts, morality and belief. In principle, the process can be developed through:

- a. The learning process is not just the process of delivering a number of theories and science as well as reading, writing and counting only from the teacher to the student participants, but directed at the process of liberating learners from ignorance and incompetence in performing the task of learning.
- b. The learning process is not just a matter of value, figures and diplomas, is not just a matter of teaching challenged '*halal- haram*', terms of harmony and the good and bad things. Education and learning directed to a process of character formation and development of the intelligence of the child's life.
- c. In this context, the learning process is not focused on rote-memorizing, knowledge transfer and skill alone. The learning process is geared to build motivation, self-confidence, responsibility, and passion to be the best, best and respectable. With that strategy, learning is developed according to their interests, talents, abilities and culture of learners.
- d. Therefore, learning can not make foreign people against him/her and alien to conscience. Education can not be expressed attitudes, thinking and behavior apparent. Education can not make a human being out of them. Education should be able to unite attitudes, thoughts, behavior, conscience, and faith into a unified whole. Education is directed to the formation of human personality with which the broad understanding of the meaning and nature of life, and for what and how to carry out the tasks of life and living

¹ Teacher Training on implementation of 2013 curriculum – Education and Culture Ministry.

- intelligently, correct, honorable and dignified. The highlight of the formation of personality education is reaching the point of perfection and superior quality of life.
- e. Transpormasi learning as developed through positive values, also organized as a means to explore and develop the potential of students so that the potential to develop into multiple intelligences. Thus, education is not only intended to equip learners with a wide range of knowledge, concepts and theory alone, but is also intended to develop talents, interests and all potential learners so that they become intelligent, meaningful, and useful in their era.

CONCLUSION

To improve the quality of learning, teachers must strive to develop pedagogic abilities so that a learning process and a system of evaluation and development can be run better by the teacher.

The quality of learning is increased when teachers make the students as part of her, the teacher must respect their individual differences between students with each other. In addition, teachers must understand their talents, interests, character, ability and learning progress of students in a fair and humane. Thus, the teacher can change and develop the attitudes, thoughts, behaviors and horizons of students effectively.

As professionals, teachers must know the subject matter and teaching methods as well. Teachers should be able to be creative, compile and link theory and new concepts into the learning process in a comprehensive manner. Thus the learning materials that can either be accepted and appreciated by the students as well. For that, the teacher is responsible for managing and monitoring learners using various methods in the achievement of learning objectives, develop a learning process in a variety of settings groups (group setting), and to assess the progress of students periodically so that growing awareness, pleasure and desire of students to continue develop creative ideas and innovative ideas.

Therefore, continuous teacher must be able to test themselves and improve the quality of thinking and meaningful experiences that serve as a source of learning development tools and systematically. Therefore, teachers must diligently study the development of science and technology and conduct research related to his duties as pengampu field of study.

Thus, the teacher as a learning community should be able to contribute to improving the quality, effectiveness and productivity of the school in cooperation with agencies, professional groups, school committee and the parents. The development conducted through the development of research and development being done routinely.

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