Pedagogic Competence Development Model: Pedagogic Knowledge and Reflective Ability

Ratnawati Susanto
Faculty of Teacher Training and Education
Universitas Esa Unggul
Jakarta, Indonesia
ratnawati@esaunggul.ac.id

Yuli Azmi Rozali
Faculty of Teacher Training and Education
Universitas Esa Unggul
Jakarta, Indonesia
yuli.azmi@esaunggul.ac.id

Noni Agustina
Faculty of Teacher Training and Education
Universitas Esa Unggul
Jakarta, Indonesia
noni@esaunggul.ac.id

Abstract—The effectiveness of the pattern of relationships between teachers and students is possible to develop in the context of teachers' understanding of the characteristics and potential of students. This ability becomes urgent and fundamental for teachers to have and needs to be prepared from the start and become a skill in managing learning interactions or what is called pedagogical competence. This has become the focus of attention for solving the crucial situation of the low pedagogical competence of elementary school teachers in DKI Jakarta Province (30.43%) and the occurrence of situations and conditions of violence in schools that place educational institutions in Indonesia in the highest position of violence against children. The focus of fundamental research is directed at the development of a pedagogical competency model that includes the need for a pedagogical knowledge paradigm and reflective abilities for teachers, especially primary school teachers. Analyzes were carried out for the construct of the model formation. The quantitative research approach with the Structural Equation Modeling (SEM) technique is intended to be able to analyze the dominant indicators that constitute the model.

Data collection with 26 statements in a questionnaire of 264 elementary school teacher respondents. The results of the study: (1) twenty-six valid indicators as indicators to measure the construct, (2) there is a suitability of the model with the data so that the pedagogical competency model can be developed with the construct of pedagogic knowledge and reflective ability. Research is expected to be a trigger for advanced competency development research models.

Keywords: pedagogic competency, pedagogic knowledge, reflective ability

I. INTRODUCTION

The ability of the relationship patterns between teachers and students is possible to develop in the context of teachers understanding the characteristics and potential of students [1]. This ability becomes urgent and fundamental for teachers to have and needs to be prepared from the start and become a skill in managing learning interactions or what is called pedagogical competence [2]. Pedagogic competence is one of the four basic competencies that teachers need to have. Previous related research shows that the low pedagogical competence is shown by the teacher's ability to manage learning interactions or what is called pedagogical competence. This has become the focus of attention for solving the crucial situation of the low pedagogical competence of elementary school teachers in DKI Jakarta Province (30.43%) and the occurrence of situations and conditions of violence in schools that place educational institutions in Indonesia in the highest position of violence against children. The focus of fundamental research is directed at the development of a pedagogical competency model that includes the need for a pedagogical knowledge paradigm and reflective abilities for teachers, especially primary school teachers. Analyzes were carried out for the construct of the model formation. The quantitative research approach with the Structural Equation Modeling (SEM) technique is intended to be able to analyze the dominant indicators that constitute the model.

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become an educational interaction pattern that involves an emotional atmosphere and relationships that overcome the problems of values, characters, learning outcomes, and competent teacher profiles. It is highly demanded by the teacher's ability to have pedagogical competence to create conducive and effective management of classroom learning. [14]. Teacher understanding based on pedagogical knowledge will be effective if the teacher makes reflective efforts [15-16]. Through reflective efforts, the teacher can make improvements to the process and patterns of interaction in the learning of students [17]. The development of a pedagogical competency model based on pedagogic knowledge and reflective capabilities becomes a focus of studies that need to be carried out towards developing a pedagogical competency model.

II. MATERIALS AND METHODS

A. Materials

1) Pedagogic Knowledge
Humans can think and think, can understand something. Something that humans know through thought is called knowledge [18]. In the teaching profession, basic and necessary knowledge is knowledge of the conditions and characteristics of students and how to approach education that needs to be done [19]. This knowledge is called pedagogic knowledge. This is formulated as 1 of 4 teacher competencies and includes an understanding of educational philosophy, stages of child development, and the concepts of learning and learning. This fundamental knowledge plays an important role in optimizing the development of children's potential. Pedagogic knowledge must be mastered by the teacher for the role of guiding and managing learning interactions in the classroom. [20]. The Law of Teachers and Lecturers Number 14 of 2005 formulating pedagogical knowledge includes understanding the concepts (a) educational philosophy, (b) psychology of child development, (c) learning theory

2) Reflective Ability.
Reflective ability is a part of thinking ability. Thinking is related to intellectual conditions as an activity that focuses on learning everything through experience, through ways of thinking about what has been done and what can be followed up to achieve even better results and is needed in social relationships in interactions with students [21]. Reflective ability is a form of ability that can enhance reasoning and problem-solving activities [22]. Reflective ability can be facilitated by listening seriously to be able to interpret a learning experience [23].

3) Pedagogic Competency
Pedagogic competence is a major requirement for carrying out the teaching profession. [24] Pedagogical competence is an ability that is related to understanding students' characteristics, mastering theories and learning principles, curriculum development, learning activities, developing students' potential, communication skills with students, and assessment and evaluation skills. The embodiment of pedagogical competence is the profile of actions identifying students' learning characteristics, ensuring the opportunity for students to participate actively, arranging classes for different characteristics, knowing the causes of deviations in learning behavior, developing potentials and deficiencies, and humanist actions [25-26].

B. Methods

1) Research design

Fig. 1. Research Design

Information:
PPD = Pedagogic Knowledge (Pengetahuan Pedagogic)
KRF = Reflective Ability (Kemampuan Reflektif)
KPD = Pedagogic Competency (Kompetensi Pedagogik)

2) Data collection technique
Data collection techniques using a Likert scale questionnaire.

3) Data analysis technique
Data analysis of dominant factors in pedagogical competency profiles is done by identifying the model, assessing the Goodness-of-Fit criteria, the stages of modeling and analysis of structural equations, the analysis of First and second-order CFA and SEM measurement models

III. RESULTS AND DISCUSSION

A. Construct validity
The construct validity test shows that the size of the indicator reflects the latent theoretical construct through Confirmatory Factor Analysis (CFA) with the following table.
TABLE I. CONSTRUCT VALIDITY

| Construct | Estimate |
|-----------|----------|
| PPD1 ← Knowledge Pedagogic | .693 |
| PPD2 ← Knowledge Pedagogic | .729 |
| PPD3 ← Knowledge Pedagogic | .767 |
| PPD4 ← Knowledge Pedagogic | .743 |
| PPD5 ← Knowledge Pedagogic | .739 |
| PPD6 ← Knowledge Pedagogic | .802 |
| PPD7 ← Knowledge Pedagogic | .707 |
| PPD8 ← Knowledge Pedagogic | .702 |
| PPD9 ← Knowledge Pedagogic | .797 |
| PPD10 ← Knowledge Pedagogic | .785 |
| PPD11 ← Knowledge Pedagogic | .759 |
| PPD12 ← Knowledge Pedagogic | .716 |
| PPD13 ← Knowledge Pedagogic | .761 |
| PPD14 ← Knowledge Pedagogic | .758 |
| PPD15 ← Knowledge Pedagogic | .724 |
| KRF16 ← Reflective Ability | .804 |
| KRF17 ← Reflective Ability | .774 |
| KRF18 ← Reflective Ability | .729 |
| KRF19 ← Reflective Ability | .755 |
| KRF20 ← Reflective Ability | .777 |
| KPD21 ← Pedagogic Competence | .834 |
| KPD22 ← Pedagogic Competence | .765 |
| KPD23 ← Pedagogic Competence | .687 |
| KPD24 ← Pedagogic Competence | .764 |
| KPD25 ← Pedagogic Competence | .717 |
| KPD26 ← Pedagogic Competence | .740 |

B. Constructive Reliability

The construct reliability test is shown in the following table.

TABLE II. CONSTRUCTIVE RELIABILITY

| Reliability Statistics | Cronbach’s Alpha |
|------------------------|-----------------|
| Pedagogic Knowledge    | .746             |
| Reflective Ability     | .865             |
| Pedagogic Competency   | .886             |

The calculation results show that all instruments have very high-reliability figures (Cronbach’s Alpha), because according to Nunnaly (1967) and Hinkle (2004) or the index commonly used in social research if Cronbach’s Alpha (α) numbers above 0.60 indicate that the construct or variable is reliable.

C. Model Similarity Test

The diagram above provides summary information of GOF (Goodness of Fit) test results on the research model, presented in the picture above.

TABLE III. THE GOODNESS-OF-FIT MODELS

The table above provides summary information of GOF (Goodness of Fit) test results on the research model as follows: (1) chi-square criteria 1130.83 > 0.05 shows less good because the smaller, the better. The table above provides summary information of GOF (Goodness of Fit) test results on the research model as follows: (1) chi-square criteria 1130.83 > 0.05 shows less good because the smaller, the better, (2) Model fit test with TLU 0.944 > 0.90 shows good results, (3) GFI 0.833 <0.90 almost reaches 0.90 shows poor results but can still be accepted as a good relative model, (4) AGFI 0.814 shows results that almost reach 0.90 so the model can still be accepted as a relatively good model, (5) CFI 0.945 > 0.90 shows good results, (6) RMSEA analysis as an index to compensate for chi-square statistics shows 0.042 < 0.08 so that there is a suitability of the model with the data so that the model can be accepted, based on the existing GOF criteria, the GOF is fulfilled, it is concluded that the model is fitted with the data.

D. Model Similarity Test

The diagram above provides summary information of GOF (Goodness of Fit) test results on the research model, presented in the picture above.
E. Hypothesis testing

Hypothesis testing is done with the criteria of Critical Ratio (CR) > 1.96 or the value of Probability (P) < 0.05 then the basis for decision making:

If the probability value (sig value) > 0.05 or t table < t count <t table then H0 is not rejected

If the probability value (sig value) < 0.05 or t arithmetic < t table, then H0 is rejected.

| Reflective Ability | Pedagogic Knowledge | 0.801 | 0.090 | 8.890 *** |
|--------------------|---------------------|-------|-------|-----------|
| Pedagogic Competence | Reflective Ability  | 0.411 | 0.069 | 5.908 *** |
| Pedagogic Knowledge | Reflective Ability  | 0.398 | 0.060 | 6.690 *** |

F. Decision:

- the p-value of Pedagogical Knowledge variable = *** < 0.05 so that H0 is rejected, and H1 is accepted, which means the Pedagogical Knowledge variable has a positive and significant effect on the Reflective Ability variable.
- 2. The p-value of the reflective ability variable = *** < 0.05, so H0 is rejected, and H1 is accepted, which means the reflective ability variable has a positive and significant effect on the pedagogical competency variable.
- 3. The p-value of pedagogical knowledge variable = *** < 0.05 so that H0 is rejected, and H1 is accepted, which means pedagogical knowledge variable has a positive and significant effect on pedagogical competency variables.

Thus the structural equation is:

- Reflective Ability = 0.805 * Pedagogic Knowledge + e
- 2. Pedagogical Competence = 0.412 * Reflective Ability + e
- 3. Pedagogic Competence = 0.399 * Pedagogic Knowledge + e
- 4. Pedagogic Competency = 0.399 * Pedagogic Knowledge + 0.412 * Reflective ability + e

Then the model can be used in developing pedagogical competence.

IV. CONCLUSIONS

The pedagogical competency development model can be carried out by developing pedagogic knowledge variables and reflective abilities. Indicators that can be constructed for developing pedagogical competency models include pedagogical knowledge of the extent to which understanding the concepts of educational philosophy, child development psychology, and learning theory and construct indicators of reflective abilities that include mental activities that demonstrate the ability to reason and solve problems. [19] can be facilitated by listening seriously to be able to interpret a learning experience. The higher the level of pedagogic knowledge and reflective abilities, the higher the pedagogical competence will be. Then pedagogical competence can be done by developing the level of pedagogic knowledge and reflective ability either partially or together.

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