

Pedagogical Implementation and Professional Competence of Teachers in Preparing Curriculum-Based Learning Tools 2013

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Abstract: This research aims to analyze the pedagogical competence and professional competence of teachers, inhibiting factors, and evaluation of the preparation of K-13 curriculum-based learning tools at Banyuasin 13 public elementary schools. This research was conducted at SDN 13 Banyuasin, South Sumatra using qualitative research methods. Data collection techniques include Participatory Observation, Interviews, and Documentation. The results of this research are that teachers at SD Negeri 13 Banyuasin I effectively teach students by responding to material, answering questions, and applying pedagogical competencies. They improve learning conditions, help students excel, and provide correction. The 2013 Reform Curriculum faces challenges in teaching materials, methods, and competencies. The curriculum aims to develop students' character, skills, and national unity, with an emphasis on teacher creativity and the role of school leaders. Improvements can be made by involving teachers in activities and workshops. Evaluation of internal processes and K-13 learning tools is used for educational planning and tool preparation.

Keywords: Curriculum-2013, Professional Skills, Teachers

A. Introduction

In the classroom, the teacher continues to be the primary facilitator of learning and the focal point of instruction. The teacher's role continues to be crucial to the classroom learning process's continuance. This supports the Hamalik (2012) assertion that the instructor is the most important individual in the classroom. instructors who guide and lead their pupils' learning activities. To develop students' potential to the fullest, teachers must offer professional, proportionate, fair, and smart services. This applies to both high and low-ability pupils. In this instance, teachers must provide learning treatment according to their abilities. If not, they will be disappointed and can cause various unexpected problems. Therefore, teachers should use interactive strategies so that learning can optimally serve the characteristics and individual differences of students. Professional teachers not only

function as educators, but as trainers and curriculum developers who can create conditions and a conducive learning atmosphere, namely an atmosphere that is fun, interesting, provides a sense of security, provides space for active thinking, and is innovative in exploring and elaborating on their abilities (Rusman, 2012).

Instructors are also responsible for providing students with comfortable learning environments (Hamalik, 2012). Teachers need to possess four professional teacher skills to survive in this world. A teacher's competence, as defined by Article 8 of the Law of the Republic of Indonesia Number 14 of 2005 concerning Teachers and Lecturers, encompasses pedagogical competence, personality competence, social competence, and professional competence acquired through professional education, according to Chapter IV, Article 10, Paragraph 1.

Pedagogical competence is the ability to manage student learning which includes understanding students, designing and implementing learning, evaluating learning outcomes, and developing students to actualize the various potentials they have (Mulyasa, 2013). Meanwhile, professional competence is the ability to master learning material broadly and in-depth which enables teachers to be able to guide students to meet the minimum competency standards that students should master. Teacher pedagogical competence is several competencies that require the teacher's ability to understand students and organize educational learning.

Government Regulation Number 74 of 2008 concerning Teachers Chapter II Article 3 paragraph 4 states that Pedagogical competency as referred to in paragraph (2) is the teacher's ability to manage student learning which at least includes: (a) understanding insight or foundation education; (b) understanding of students; (c) development of curriculum or syllabus; (d) learning design; (e) implementation of educational and dialogical learning; (f) use of learning technology; (g) evaluation of learning outcomes; and (h) development of students to actualize the various potentials they have. The term "teacher professional competence" refers to a range of competencies associated with occupations that call for a variety of teaching or education-related talents as fundamental teacher abilities. Recognizing the significance of the educator's position should be able to increase understanding that the responsibility of the teacher extends beyond the simple transmission of knowledge. It is a must for teachers to plan educational activities for their students. Teachers who meet the requirements of Government Regulation Number 74 of 2008 concerning Teachers, Chapter II, Article 3, Paragraph 7, which stipulates that: The teacher's capacity to master scientific knowledge is considered professional competence as mentioned in paragraph (2) teaching knowledge, technology, and/or arts and culture that at least entails mastery of the following: (a) concepts and methods of pertinent scientific, technological, or artistic disciplines that conceptually cover or are coherent with the educational unit program, subject, and/or group of subjects to be taught; and (b) broad and in-depth subject matter by the program

content standards of the educational unit, subject, and/or group of subjects to be taught.

In this instance, the duty of the instructor goes beyond only imparting knowledge to include helping students build their moral character and helping them become better people in preparation for pursuing further education. Individual differences in a wide range of domains, such as intellectual differences, individual aptitudes in cognitive and language domains, children's personality development, and physical development, are the primary features of elementary school pupils. Therefore, teachers who have the competence to carry out their core duties, namely managing learning, as stated Arsyad (2011), indicate that there are two primary conditions that a person must meet to possess the necessary and high-quality talents. First, be aware of and comprehend the cognitive demands of the job. The second is the desire to complete the task accurately and well. The first prerequisite for anyone pursuing a career in teaching is knowledge of and comprehension of the demands placed on them by their profession. The second prerequisite is that educators must aspire to practice their job to the best of their abilities.

Teachers have both administrative and functional roles and obligations when it comes to controlling learning. The capacity to grasp subject matter, teaching tactics and procedures, use media or learning technologies, and other skills are not the sole requirements for teachers to be successful in carrying out learning activities. However, teachers must be able to provide or create conducive and enjoyable learning situations and conditions. This can be realized if the teacher can regulate the learning atmosphere, condition students to learn utilize learning facilities or media, and create a pleasant atmosphere to achieve learning goals (Warsono & Hariyanto, 2017). The learning activities stated above cannot be carried out optimally if they are not supported by an administration that is also optimally structured. Learning administration is arranged in the form of learning tools.

The importance of preparing learning tools in the teaching and learning process in schools is that teacher competence in preparing learning tools has an important role in realizing effective work and organizational performance. In line with the opinion of Sagala (2019) who stated that the administrative sector supporting the teaching and learning process in the context of implementing education would not be possible if there was no administrative support. The explanation above shows that the preparation of learning tools is a very important element for an educator in carrying out his duties as an educator and teacher. In other words, a teaching and learning process that is well-prepared and planned will certainly influence the quality of teaching and will produce an effective teaching and learning process. As stated by Sukmadinata (2011), the main task of a teacher is to create an environment to encourage students to have productive interactions and provide the required learning experiences. Such activities and environments are designed in a learning

plan that includes components of specific objectives, teaching materials, teaching strategies, media, and learning resources, as well as evaluation of teaching results.

The development of educational resources can help to ensure that the process of learning and education meets current requirements. Process standards are national education standards relating to the implementation of learning in educational units to achieve graduate competency, as stated in Government Regulation Number 19 of 2005 concerning National Education Standards, Article 1. Process standards contain minimum criteria for the learning process in the unit of primary and secondary education in all jurisdictions of the Unitary State of the Republic of Indonesia. This procedure standard applies to both the package system and the semester credit system for formal channels of primary and secondary education. Process standards include planning the learning process, implementing the learning process, assessing learning outcomes, and monitoring the learning process for the implementation of an effective and efficient learning process (Permendiknas, number 41 of 2007 concerning Process Standards).

The problems faced regarding the implementation of current learning must follow curriculum changes that are continuously being made by the government. The Indonesian national curriculum has changed 10 times: 1947, 1952, 1964, 1968, 1975, 1984, 1994, 2004, 2006, and 2013 (Setiawan, 2019). Currently, the curriculum used is the 2013 curriculum. The 2013 curriculum is a replacement for the KTSP curriculum, which details several aspects, namely knowledge, skills, and social and spiritual attitudes (Setiawan, 2019). The 2013 curriculum is a challenge that must be faced by educational units. The 2013 curriculum requires maximum application of learning for both students and teachers. Teachers must have four competencies and must not reduce them because they greatly influence the learning process. Therefore, many problems were found that occurred in the implementation of the 2013 curriculum. One of the most basic problems was inadequate school infrastructure in the implementation of the 2013 curriculum which places greater emphasis on the use of technology and information in its implementation. As stated by Ruja & Sukanto (2015) in schools that implement the 2013 curriculum (K13), the implementation is more information technology-based. Technology is very influential in improving school quality. This is what makes most schools have many problems with the 2013 curriculum. Because of this technology, a school needs complete infrastructure. Apart from that, there are still many teachers who do not understand its implementation because the 2013 curriculum places more emphasis on teachers' abilities to direct students to be more creative, active, productive, and think critically.

Based on the results of observations made with several teachers at SD Negeri 13 Banyuasin I on Monday, 31 May 2021, the author found several problems concerning the pedagogical competence and professional competence of teachers in preparing the 2013 curriculum learning tools include: (1) Teachers at SD Negeri 13 Banyuasin 1

have not been able to apply the 2013 curriculum to the overall learning process. (2) Preparation of learning tools which shows that there are still teachers who have not made learning tools as they should because the teacher is busy. One example found by researchers was that several classroom teachers provided material to their students irregularly. The material taught is monotonous without paying attention to the learning process. For example, the teacher has not prepared the syllabus, the teacher has not prepared the syllabus, the teacher has not prepared the annual education program, and the teacher has not planned the design of classroom management in learning. This needs to be looked at whether this is because the learning arrangements have not been implemented well. (3) teachers experience problems in applying the 2013 curriculum in total because teachers have been developing it to adapt to the learning needs and characteristics of students at SD Negeri 13 Banyuasin 1 which cannot be implemented in the 2013 curriculum where the 2013 curriculum is prepared in one package with a syllabus. Teachers must prepare the learning process by the established syllabus. (4) The problem that arises is the limited ability of teachers to use the learning facilities and infrastructure that are dominantly required in the learning process using the 2013 curriculum. (5) There is no ongoing training program that can be followed by all teachers, which is the reason why teachers have not been able to apply the 2013 curriculum totally in process learning. This can be seen from some teachers who have designed learning administration using the 2013 curriculum, however, in the teaching and learning process, some teachers still use semi-conventional methods, where teachers appear to be more active than students, even though occasionally students are allowed to ask and answer questions.

Based on the results of observations made by researchers, it can be stated that teachers' implementation in preparing the 2013 curriculum learning tools has not been implemented well. This condition may be caused by a lack of application of pedagogical and professional competencies which are highly demanded in the implementation of 2013 curriculum-based learning. Therefore, Researchers feel it is important to conduct more in-depth research with the title Implementation of Teachers' Pedagogical Competencies and Professional Competencies in the Preparation of K-13 Curriculum-Based Learning Tools at Public Elementary School 13 Banyuasin I.

B. Methods

The research was conducted at SD Negeri 13 Bayuasin I, located at Jl. Sabar Jaya Mariana III Village, Banyuasin I District, Banyuasin I Regency, South Sumatra. This research uses qualitative research methods. According Afrizal (2016) explains that the qualitative research method is social science research that collects and analyzes data in the form of words (oral and written) and human actions and researchers do not try to calculate or quantify the qualitative data that has been obtained and thus

do not analyze the numbers. The data source in this research is the primary data source from the first informant, namely the Principal of SD Negeri 13 Banyuasin I, and teachers of Classes 1, 2, 3, 4, 5, and 6 of SD Negeri 13 Banyuasin I. Furthermore, secondary data sources include a brief history of the school, profile school, school equipment

The data collection technique used in this research are 1) participatory observation, direct observation is the researcher's direct observation by studying the interactions or relationships of the people concerned in carrying out ongoing activities (Amrinah & Roikan, 2019); 2) Interview, is a technique that can be used to collect research data. In simple terms, an interview is an event or process of interaction between the interviewer and the source of information or the person being interviewed through direct communication (Yusuf, 2017); 3) Documentation, the form of documents in the form of primary and secondary documents that support the learning process in the classroom (Paizaludin & Ermalinda., 2014); 4) in data collection techniques, triangulation is defined as a data collection technique that combines various data collection techniques and existing data sources (Sugiyono, 2019).

C. Results and Discussion

Implementation of Pedagogical Competencies and Professional Teacher Competencies in Preparing K-13 Curriculum-Based Learning Tools at Banyuasin 13 State Elementary Schools 1.

Teachers are school personnel who have more opportunities to meet face-to-face with students than other personnel. So that learning is enjoyable and teachers can teach professionally, a teacher in carrying out his profession as a teacher is required to have the pedagogical and professional competencies mentioned above. Teachers are examples, role models, and identification for students and the environment. Therefore, teachers must have perfect quality and competency standards, have an in-depth understanding of students, be able to design learning, implement learning, and be able to develop students who are included in pedagogical competencies teachers should be able to master the material, management the class, use media/sources, and assessing student achievement for teaching which is a breakdown of the teacher's professional competence.

Likewise with the competence of teachers at SD Negeri 13 Banyuasin based on the results of observations and interviews, the principals and teachers at SD Negeri 13 already have qualifications and competencies in the subjects they teach. The data findings above are relevant to the mandate of Republic of Indonesia Law No. 14 of 2005 concerning Teachers and Lecturers states that teachers are required to have competencies, including pedagogical competence and professional competence (State Secretariat, Republic of Indonesia Law No. 14 of 2005: 9). Based on the

description above, the researcher is interested in discussing in depth the implementation of pedagogical competence and teacher professional competence in the preparation of K-13 curriculum-based learning tools at Banyuasin 13 State Elementary School 1. The data in this research were obtained from interview techniques with the head. schools, and teachers who teach at SD Negeri 13 Banyuasin 1 as explained above, then the discussion of these findings is as follows:

Implementation of Teacher Pedagogical Competencies in Preparing K-13 Curriculum-Based Learning Tools at State Elementary School 13 Banyuasin 1.

Pedagogical and professional competence has a very important role in preparing tools because it is directly related to the main task of a teacher as a learning manager. As learning managers, teachers are required to plan while carrying out learning. Learning planning is the preparation the teacher makes before carrying out the learning process. One of the learning plans made by teachers is the Learning Implementation Plan. Overall, the pedagogical competence and professional competence possessed by teachers at SD Negeri 13 Banyuasin I in planning learning in the form of a Learning Implementation Plan is quite good.

Based on the results of data findings at SD Negeri 13 Banyuasin I, it can be seen that in the learning process data was obtained that in the implementation of the teaching and learning process, the teacher provided understanding to students by repeating the material previously provided by asking questions by mentioning the students' names. By mentioning the student's name, the teacher has been able to implement his pedagogical competence, especially regarding understanding his students. The implementation of the regional autonomy system was also followed by changes to the decentralized education management system. Decentralized education management will bring education closer to regional education stakeholders and therefore teachers are increasingly required to describe the community's desires and needs for education through the competencies they possess.

Furthermore, each teacher also carries out an evaluation of each chapter of the lesson material presented. Evaluations are also carried out by teachers before closing the lesson material to find out the extent of students' understanding of the material that has been proposed. The research findings above are relevant to the theory put forward by Kunandar, (2019) that in pedagogical competence teachers are required to have an understanding of students, design and implementation of learning, evaluation of learning outcomes, and student development. This happens because teachers at SD Negeri 13 Banyuasin I in every lesson always plan, carry out what has been planned, and always evaluate the learning. This is reflected in the learning process in the classroom, either directly or indirectly. Teachers with their qualifications and competencies are required to design and implement an integrated learning process by the applicable curriculum provisions, even if there are

difficulties and efforts are still being made to implement integrated learning with a scientific approach as regulated in the 2013 curriculum system.

Implementation of Teacher Professional Competencies in Preparing K-13 Curriculum-Based Learning Tools at Banyuasin 13 State Elementary School 1.

Based on research findings, professional teachers at SD Negeri 13 Banyuasin I have mastered the lesson material and can convey the lesson material smoothly and easily, the teacher can also manage the class well so that before delivering the lesson the class is conducive and ready to receive the lesson, the condition of the students is also enthusiastic in receiving lessons, the teacher is also proficient and fluent in using learning resource media, so that with this ability the teacher is very helpful in providing understanding to students. Apart from this, teachers are also able to assess student achievement for teaching purposes, so that with the teacher's assessment, the teacher knows the student's ability to receive lessons. If there are students who have not completed their studies, the teacher also provides remedial measures so that it is hoped that all students will be complete and successful in their lessons.

The findings above are relevant to the theory put forward by Sadirman (2011) that professional teachers, in addition to mastering in-depth knowledge, must also master teaching sciences in general. Mastery of knowledge is a requirement It is important in addition to having other skills, therefore a teacher is obliged to convey knowledge, understanding of skills, and so on to his students. Apart from that, according to Ilyas (2022) Professional teachers are teachers who can apply multidimensional relationships. Such teachers are teachers who internally meet administrative, academic, and personality criteria and are able and willing to look far into the future in responding to the challenges faced by the education sector as a system. There are two provisions regarding the use of the word profession.

Mastery of material for teachers is a determining factor, especially in the learning process involving subject teachers. Mastery of material has been found to help students develop their minds. The quality of the teacher's mastery of the material is very important because what has been taught to students is the result of understanding that is captured by students in their memory. Apart from that, teachers must master the material in carrying out the teaching and learning process, studying relevant materials related to the material can also make it easier for teachers to carry out learning. Thus, it can be said that a teacher's success in teaching can be seen from the way he leads and manages the teaching and learning process, so this is an important ability that educators or teachers must have when teaching in the classroom. Without good management and the teacher's inability to lead the teaching and learning process, the teacher will not be able to create a conducive classroom atmosphere and the students will even be difficult to control, as a result, the lesson material that the teacher will convey to the students may not be possible.

If such conditions occur, then the teacher can be said to have failed to manage the class and create conducive classroom conditions. One of the keys to a teacher's success can be seen in the preparation of learning tools that will be used in the learning process.

This is confirmed by previous research conducted by Marisana et al. (2023) states that Competence is the ability to absorb, master, and utilize knowledge and skills from one's social and professional environment as a tool to carry out tasks and operate as effectively as possible. Then a teacher's competency is evaluated to determine how qualified they are as an educator. Even teachers' skill levels impact how well their students perform.

Inhibiting Factors and Efforts to Overcome Them in Preparing K-13 Curriculum-Based Learning Tools at Banyuasin 13 State Elementary School 1.

During the initial implementation of the 2013 curriculum at SD Negeri 13 Banyuasin I experienced pros and cons from several teachers. Of course, there are several obstacles in preparing the K-13 Curriculum Learning Tools at SD Negeri 13 Banyuasin I. These obstacles include the source of teaching materials, thematic learning material, and assessment. Apart from that, each teacher does not yet have maximum pedagogical competence. The preparation of learning tools for the K-13 Curriculum whose learning is theme-based has resulted in the material contained therein being narrowed. In contrast to the previous curriculum, where each subject still stood alone, the 2013 Curriculum integrates several subjects into a theme contained in thematic learning so that the material is only just the outline. Bearing in mind that the focus of the 2013 Curriculum is the formation of students' character and competencies with the hope of producing productive, creative, and innovative people, as well as a dignified national character and civilization. So the material contained in thematic learning aims to shape students' attitudes.

This makes students less informed about the material in thematic learning. Based on this problem, teachers are required to be creative in finding additional information regarding the material being taught. Supported by adequate facilities and infrastructure at SD Negeri 13 Banyuasin I, it makes it easier for teachers to find additional information regarding the material. Authentic assessment, which is the main obstacle in implementing the 2013 Curriculum, is slowly being overcome by the school trying to hold teacher meetings once a month to discuss difficulties in implementing the 2013 Curriculum. As time went by, the 2013 Curriculum became a habit that teachers must implement in daily learning activities, until finally the teacher felt used to implementing the 2013 Curriculum in thematic learning. So, the preparation of K-13 Curriculum Learning Tools for learning at SD Negeri 13 Banyuasin I depends on the leadership of the school principal and teacher creativity.

The first key to success that determines the success of preparing the K-13 Curriculum learning tools is the leadership of the school principal, especially in coordinating, mobilizing, and aligning all available educational resources. The preparation of learning tools can be carried out well because the principal actively coordinates, mobilizes, and aligns teachers to take part in activities in various training, workshops, and seminars related to the 2013 Curriculum. Apart from that, the principal of SD Negeri 13 Banyuasin I is also involved. This is the opinion of Sulastri et al. (2020). This research is entitled "Teacher Professional Competence in Improving the Quality of Education". Based on the research results, it can be concluded that: 1) the competence of teachers at SMP Negeri 8 Prabumulih is relatively good; 2) the efforts made by school principals and teachers to develop professional competence by participating in training, upgrading training, workshops, and teacher work groups, and 3) the obstacles faced include insufficient mastery of science and technology, lack of teacher creativity, teacher those who teach are not in their field.

Evaluation of the Results of the Implementation of Teachers' Pedagogical Competencies and Professional Competencies in the Preparation of K-13 Curriculum-Based Learning Tools at Banyuasin 13 Public Elementary Schools 1

Results evaluation is an internal process carried out by schools in evaluating pedagogical competencies and professional competencies in preparing K-13 curriculum learning tools by involving stakeholders to look at competencies based on National Education Standards whose results are used as a basis for the preparation of learning tools. The evaluation of the results is also used as a reference as input for educational planning, and a reference for preparing learning tools. The evaluation of the results includes the teaching and learning process for teachers, at the beginning of each semester, they are asked to collect complete learning equipment and be disciplined in entering teaching hours according to the existing schedule, when there is no emergency, permission is not permitted. Being orderly in teaching how to enter class on time, can be a role model, one way is by dressing well, respecting children, and planning lessons well.

According to Syafitri et al. (2023) in his research, the school principal's role is: 1). School principal as Educator, 2). Principal as Manager, 3). Principal as Supervisor, 4). The principal as a Leader. According to the results of the researcher's interviews with informants, the principal must carry out his duties, namely to evaluate the pedagogical competence and professional competence of teachers in preparing K-13 curriculum learning tools at SD Negeri 13 Banyuasin I. The school principal must provide motivation and direction so that teachers can carry out their professional competencies.

According to Suprihatiningrum (2014), to create teacher professional abilities, there are several assessments, namely: 1) Performance assessment of mastery of the ability

to compose learning tools based on the learning system with the K-13 curriculum as described above; 2) Performance assessment in an authentic context is carried out through expert observations. The target of this performance assessment does not focus on the ability to manage learning but is more concerned with the overall quality of performance.

So, basically the principal must evaluate the pedagogical and professional competence of teachers in preparing learning tools for the K-13 curriculum to create professional teachers at SD Negeri 13 Banyuasin I. Teachers must carry out their duties well according to the objectives of the 2013 curriculum. So that the implementation of the 2013 curriculum can achieve its goals and teachers at SD Negeri 13 Banyuasin I are found to have pedagogical and professional competence.

This is also confirmed by previous research conducted Arif (2015) entitled *Implementation of Teacher Competencies in Designing and Implementing Integrated Learning in KTSP and the 2013 Curriculum at Madrasah Ibtidaiyah Negeri Tunggangri Kalidawirtulungagung*. The results of this research can conclude that the competencies possessed by teachers at MIN Tunggangri have been improved starting from pedagogical competence, where teachers must design learning, professional competence, social competence, and personality. This is reflected in the learning process in the classroom, either directly or indirectly. Teachers with their qualifications and competencies are required to design and implement integrated learning processes by the applicable curriculum provisions, even if there are difficulties and Efforts are still being made to implement integrated learning with a scientific approach as regulated in the 2013 curriculum system.

D. Conclusion

In the learning process at SD Negeri 13 Banyuasin I, teachers provide knowledge to students by dealing with material and answering questions. They also apply pedagogical competencies related to student understanding, planning and implementing learning activities, and distributing each learning material before it is introduced to students. Research finds that professional teachers at SD Negeri 13 Banyuasin I can teach effectively, provide good learning, and improve students' learning conditions. They also help students excel in their studies, understand their abilities, and provide corrections if they are not successful in their studies.

Curriculum 2013 reform at SD Negeri 13 Banyuasin I received challenges from some teachers due to various aspects, such as teaching materials, teaching methods, and teaching competence. The curriculum aims to develop students' character and skills to produce productive, creative, and innovative ideas, as well as advance national unity. The curriculum also emphasizes the importance of teacher creativity in obtaining information about the material. The curriculum also emphasizes the role of

school leaders in coordinating, guiding, and supporting all educational resources. Improving the curriculum can be done by actively involving teachers in various activities, workshops, and seminars related to the curriculum, as well as involving school leaders.

Evaluation at SD Negeri 13 Banyuasin I, Evaluation of the results of the internal process carried out by the school in spreading pedagogy and professionalism in preparing K-13 learning tools, involving stakeholders to look at competencies based on National Education Standards. The evaluation results are also used as a reference as input for educational planning and as a reference for preparing learning tools.

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