

The Role of Teacher Pedagogic Competence in Strengthening Discipline of Indonesian Language Learning at Elementary School

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Abstract

This article aims to analyze the competence of teachers in learning Indonesian in order to strengthen the discipline of third grade students at Elementary School of Islam Nadindra Bekasi City. This study used a descriptive qualitative approach. The data of this research were taken from the third grade teacher of Elementary School Islam Nadindra. The results of this study concluded that the pedagogic competence of the third grade teacher of Elementary School Islam Nadindra was good enough to discipline the third grade students. It can be seen from the activities during teaching and learning in class. The pedagogic competence of teachers in the learning process was also very influential on student discipline when learning online. The teachers who have good pedagogic competence tend to be successful in learning activities, especially learning Indonesian. Meanwhile, teachers who have low pedagogic competence tend did not to succeed in learning activities.

Keywords: Pedagogic Competence, Indonesian Language Learning, Strengthening Dicipline

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INTRODUCTION

Education is something that is needed for all humans because it can affect life and the future (Julia & Ati, 2019). The first education that is felt by everyone is in the family environment, it is parents who act as educators and education in schools, namely teachers who become educators for children. Education is also very providing experience for children about telling independence and discipline that previously children did not know (Sari & Hermanto, 2021; Purandina & Winaya, 2020). Discipline means a step taken to change a person's behavior to comply with the rules according to self-awareness (Widi, ENN, Saraswati, P. & Dayakisni, 2017). Discipline is a factor to be instilled and implemented for everyday life in order to achieve success and everyone can obey the rules and norms that exist in society (Wirantasa, 2017). Discipline must be possessed by a person to be obedient, obedient and consistent with the rules that have been made and agreed upon (Dwi Elmi Setyorini, 2016). Discipline is a mental attitude that can comply with all applicable regulations and norms in carrying out the duties and responsibilities given (Ariananda et al., 2016). Based on the explanation above,

it can be concluded that discipline is changing a person's behavior in order to be obedient and obedient to the applicable rules and norms.

Discipline has a very good goal because discipline also supports the function of national education, but everyone has a different level of discipline because there are different factors that influence it (Widi, ENN, Saraswati, P. & Dayakisni, 2017). Discipline is very important to use in everyday life, the importance of discipline is as follows: 1) Discipline arises because of self-awareness it will be successful in obeying it, 2) without good discipline it will often get into trouble, 3) usually parents hope their children can obeying the rules for the life of their child, if the child can be disciplined then the child's life is very orderly, 4) discipline can lead someone to be successful (Dwi Elmi Setyorini, 2016). In the explanation above, it can be concluded that the importance of discipline in daily life because we can obey the rules then our life will be better if we can't obey the rules then our life will have problems.

The teacher's role is very meaningful in online learning activities so that students can be more disciplined even though teaching and learning activities are not in the classroom and are not seen directly by the teacher, discipline is also seen and assessed not only in learning activities but also when students collect assignments on time or late and the teacher assesses the student's morality when doing additional tasks, namely obligatory and sunnah prayer activities that must be done at the beginning of time. Pedagogics are activities carried out in the form of actions to educate, for example admonishing, advising, setting good examples in order to achieve educational goals (Worowirastri E. et al., 2018). Pedagogy is the ability of educators to carry out the learning process together with students (Pusparini et al., 2017). Pedagogic competence is a potential that exists and is owned by every educator (Sum & Taran, 2020). Pedagogic competence is the ability of a teacher who can understand and understand to educate and manage learning in the classroom (Asrial et al., 2019). The ability of educators in managing teaching and learning activities with students (Destiana & Utami, 2017). Pedagogic competencies are competencies that are owned and have characteristics that distinguish teachers from other professions that can determine the level of success in the learning process with students (Nengsih, 2017). Pedagogic competence is a set of teacher knowledge, teacher skills, teacher abilities, teacher skills and teacher behavior that are owned and must reflect the good and are mastered by the teacher in teaching students (Ismail, 2015).

According to the explanation above, researchers can conclude that pedagogic is a teacher activity to build, assist, develop, guide students in the process of learning activities in the classroom. Based on the problems found in the field that the role of the teacher in the implementation of online learning is very much needed, especially the third grade students are low-hard students. There needs to be more guidance and attention during learning activities because students cannot be fully supervised, the teacher and student guardians cooperate to guide during the activities. learning and collecting assignments as well as instilling a sense of responsibility to always do assignments on time so that learning activities are more meaningful and carry out additional tasks, namely obligatory prayers and sunnah prayers on time. This article aims to analyze the competence of teachers in learning Indonesian in order to strengthen the discipline of third grade students at Elementary School of Islam Nadindra Bekasi City

METHOD

This study uses a descriptive qualitative method. This method explains a fact, data and object systematically which is adjusted to the actual situation in the field. Qualitative research emphasizes more on meaning than research results because research results can change because they are adapted to existing conditions in the field and this research is written in words that are in accordance with the phenomena themed in the field (Allan, 2020; Sugiyono, 2012; Aspers, P., & Corte, U. (2019). Data collection has adjusted to the research objectives and according to the needs of the research topic. The first data collection technique was the researcher conducted interviews and then observed the learning activities followed by online documentation of activities. Checking the validity of this data used triangulation, increasing persistence and using reference materials (Pusparini et al., 2017).

This study contained the results of a study that discusse the role of teacher pedagogic competence in strengthening the disciplined character of children in online Indonesian language learning in class III SD Islam Nadindra, Bekasi City. This research procedure has adapted to the design of a qualitative approach so that it is not rigid so that it can change and emphasizes a meaning, not just a result.

RESULT AND DISCUSSION

Based on the results of interviews and observations on learning activities the teacher has prepared the learning tools and at night the teacher studies and summarizes the material to be taught so that students can easily understand it. The media used by the teacher is in the form of ppt only, the book used is an integrated thematic book for the 2013 curriculum. Learning activities through zoom meetings for teachers and class III students are already good in implementation because many students have entered zoom before learning begins but there are still some students who are late entering zoom and there are still students who do not take part in learning due to illness and *cellphones* their parents bring theirto work. The teacher in explaining the material to students uses books and ppt but the teacher rarely gives learning videos to students, the teacher also understands in explaining the material to students and this class III student is quite conducive when learning and pays attention to the teacher although not all students open the camera while studying. In this learning activity, the teacher gives an explanation before giving an example of the work to the students. Before the implementation of learning the teacher also starts learning by reading prayers, reading short letters and Asmaul Husna so that students are accustomed to being educated like that and can get used to starting any activity accompanied by prayer, and the teacher also educates students when the teacher explains students must pay attention to the teacher so that learning can be conveyed well and students can understand the material being taught. The assessment that the teacher does is not only on students' cognitive but also affective and psychomotor, namely student behavior during learning such as collecting attendance every morning, students are conducive to learning through *zoom meetings*, students pay attention to the teacher when explaining the material, students actively answer when asked by the teacher, assignments are collected on time and add value if you are not late in collecting assignments and assessing student activity books such as carrying out dhuha prayers, dzhur prayers on time.

The following are the results of the second grade student assessments at SD Islam Nadindra:

Figure 1.1 Student grades

Teachers already have competence in mastering student characteristics, teachers also have the ability to provide learning opportunities for all students, teachers also have mastered learning concepts and learning principles that educate students, but teachers are still lacking in using a variety of media in learning. Competence in developing the curriculum is very good, teachers are also able to compose a syllabus that adapts the curriculum and design lesson plans, during learning activities the teacher can also educate students, be able to create disciplined learning for students, and be able to evaluate students' understanding when studying the material. Teachers have not been able to analyze the results of the assessment to identify basic competencies that are difficult to identify the weaknesses of each student.

Teachers also understand the characteristics of students, teachers try to foster mutual respect, develop a democratic attitude by asking questions openly, so that every student has the same opportunity to answer questions, motivate students to do assignments. This is done by the teacher by monitoring the class online with *on camera* to see student discipline during online learning, providing opportunities for students to ask questions, treating children fairly, helping solve problems that are being faced by students by approaching personally and collaborating with other people old.

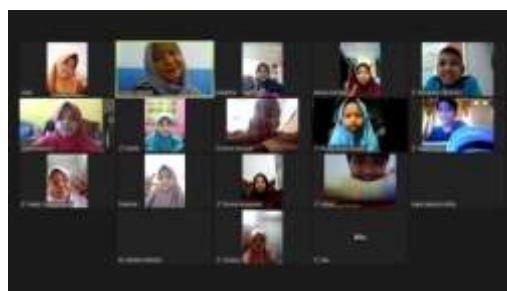


Figure 1.2activity Zoom meeting

By looking at the efforts made by the teacher, it can be said that the teacher's ability to understand students in general is good, but specifically related to learning Indonesian, the teacher's ability to understand students is quite good

because the teacher is still lacking in growing students' sense of discipline and still lacks in developing students' reasoning power. The teacher's ability to plan learning can be said to be good in the formulation of competencies because it uses operational verbs, is relevant to competency standards, the determination and material given to students is good and seeks to choose essential materials that students must master to achieve basic competencies. For a fairly good learning strategy, it is enough to develop student-centered creativity or active student learning for the process skills dimension. For media and learning resources, the teacher is quite good at designing. The evaluation design is in the test in a *form of google form*. The teacher's ability to carry out learning is good, the teacher tries to develop student-centered learning and runs in three directions, namely teacher to student, student to teacher and student to student. The methods used are quite varied such as lectures, questions and answers and discussions. However, it is unfortunate that teachers have not maximized the existing media, while elementary school students, according to Piaget, are in the concrete operational stage. If the teacher does not use the media in learning, then the material presented has not been effective. In addition, teachers are less than optimal in developing student discipline.

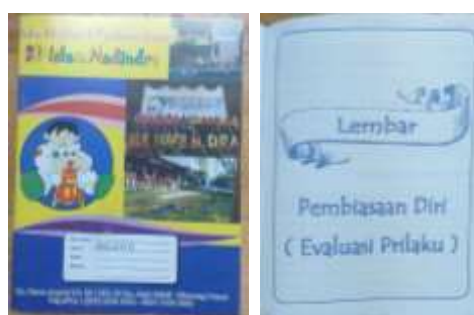


Figure 2.2 Discipline assessment book

Activities shown by students in seriousness, discipline, attention are not good, while enthusiasm and joy can be shown well by students. For the compatibility between the lesson plans and the learning activities carried out, it is quite appropriate. The teacher's ability to evaluate the learning process and results, based on the results of observations, the process evaluation activities carried out by the teacher were by asking questions when the teacher explained the material, while the evaluation of student learning outcomes was carried out in writing with multiple choice questions. The questions are arranged according to the material that has been delivered by the teacher, the aspects that are evaluated are more on cognitive, namely from understanding the material, for affective, namely students' attitudes when participating in learning activities and student discipline, and psychomotor has not been seen.

Teachers in applying discipline to students during online learning will have obstacles, but teachers maximize so that students can become disciplined students even though learning activities at home. Obstacles in strengthening student discipline during online learning are 1) students are late in collecting attendance every morning need to be reminded by the teacher, 2) during the zoom meeting

there are some students who do not take part in learning so that students are left behind in the material, 3) many students do not understand the lesson. the content of the Indonesian language, especially the main sentence material, 4) the need for repetition of the material so that it takes a long time to complete the theme 1 growth and development of living things, 5) a lot of students are late in collecting school assignments and additional assignments and there are even students who do not collect their assignments.

Based on the research study that the researchers conducted, the researchers conducted interviews and observations with third grade teachers at SD Islam Nadindra, Bekasi City. Researchers get data and information on online classroom learning activities, which have many obstacles in carrying out learning. The media used by the teacher is in the form of *power points*, so the lack of use of learning media and the books used are integrated thematic books, 2013 curriculum theme 1, growth and development of living things, but in mastering the material the teacher is good and easy for students to understand. The use of media and books that are less varied so that it affects student interest in learning so that students are not enthusiastic about participating in class learning, and the lack of student discipline during learning activities through *zoom meetings* so that teachers must remind and reprimand students so that all students enter theclass *zoom meeting*, in collecting Student assignments also always take a long time to collect assignments and there are even students who do not submit assignments to the teacher, but the teacher cooperates with parents in collecting assignments, the teacher also always asks parents why the student has not submitted assignments. The teacher's role is very meaningful in online learning activities so that students can be more disciplined even though teaching and learning activities are not in the classroom and are not seen directly by the teacher, discipline is also seen and assessed not only in learning activities but also when students collect assignments on time or late and the teacher assesses the student's morality when doing additional tasks, namely obligatory and sunnah prayer activities that must be done at the beginning of time.

The finding was line with Deni Sutisna (2020) with the title of the role of elementary school teacher competence in increasing the effectiveness of online learning, research shows that teacher competence plays a very important role in increasing effectiveness in learning, namely the teacher's pedagogic competence, personality, professional as a teacher and socially because of that all needed for teachers to achieve learning objectives. While, other finding Nur Pratiwi (2021) the title of the research is the role of the teacher in strengthening the discipline character of low-grade students during online learning. The results of this study are that in order to make students disciplined about school rules, exemplify an exemplary attitude and provide good examples and attitudes and work with parents in forming student discipline, giving praise if students do not violate, making rules that are in accordance with online learning is also necessary To train students' discipline, the obstacles that usually occur are that students lack the discipline to obey the rules, don't have smartphones, and parents don't accompany students when studying online. Nely Ulfa (2021) also found that the teacher has very good pedagogic competence in that the teacher understands students, knows the characteristics of their students.

Learning activities in the classroom now teachers already have good pedagogic competence in mastering the characteristics of students (Harvey, S., Pill, S., & Almond, 2018; Yeti, et al., 2021), teachers also have efforts to provide learning opportunities for

all students, teachers have also mastered learning concepts and learning principles that educate students, but teachers are still lacking in using media varied in learning. Competence in developing the curriculum is very good, teachers are also able to compose a syllabus that adapts the curriculum and design lesson plans, during learning activities the teacher can also educate students, be able to create disciplined learning for students, and be able to evaluate students' understanding when studying the material. Teachers have not been able to analyze the results of the assessment to identify basic competencies that are difficult to identify the weaknesses of each student.

CONCLUSION

Based on the explanation above, the researcher can summarize the information that researchers get, namely: the role of the teacher in providing discipline reinforcement for third grade students at Nadindra Islamic Elementary School, Bekasi City, especially during distance learning, many students are getting bored of studying online, resulting in students becoming bored. lazy to go to school, lazy to do assignments, late in collecting assignments given by the teacher, material that is difficult for students to understand is also a factor in students being late in collecting assignments so that repetition of material is needed, students' lack of discipline in sending attendance there must also be cooperation between schools, teachers and parents students to be able to educate students to become individuals who obey the rules both at school, at home and in the community.

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