Improving the Pedagogical Competence of Educators and Principals in the Implementation of Curriculum 13 at PAUD Merah Pomegranate North Jakarta

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Abstract
This research is a School Action Research conducted by PAUD Supervisors in the Kelapa Gading Jakarta Utara District. The purpose of this study is to determine the effectiveness of improving the Pedagogic Competence of Educators and Principals in the Implementation of Curriculum 13. In this study using survey techniques. The research was conducted in three stages, namely preparation, implementation, evaluation and reflection which were carried out in at least two cycles. In the preparation stage, a scenario of activities, schedules, times, places and other supporting facilities such as observation sheets, and questionnaires is made. From the results of the study, data obtained from the research results in this school action research activity carried out in 2 cycles, that the academic supervision carried out by the principal assisted by the ECCE Supervisor for 5 teachers who did not have a teacher education background, succeeded in increasing their pedagogical competence in compiling Learning Planning in improving the implementation of Curriculum 13. Pedagogic abilities can be carried out regularly so that ECCE teachers can continue to improve the teaching abilities of students creatively and innovatively and can also be carried out on all teachers in rotation and concern all aspects of teacher abilities and competencies as required in Permendiknas No. 16 of 2007.

Keywords: pedagogical competence, implementation, curriculum 13

INTRODUCTION

One of the results of the policy of improving the quality assurance of education for elementary school graduates is the shift from a learning model related to subjects (subject-related programs) to a competence-based learning model (Competence-based programs) (Azizah, 2021). The competency-based learning model aims to guide the learning process and focus directly on competencies or units of ability (Rusman, 2017; Wayong, 2012). The change in the curriculum package from the old model syllabus, which contains a description of the subjects taught in the package in the form of a competency package, is a competency-based learning need (Azizah, 2021). As a result, the learning process should be directed towards the formation of established competencies in accordance with the expected goals (Lazwardi, 2017; Sulaeman, 2015). Some of these changes have implications for the demands of teachers' ability to design learning models that are in accordance with the characteristics of subjects and student characteristics in order to achieve maximum results (Suhartoni et al., 2016). Teachers are the most important and well-functioning resource to encourage students to study harder for the future of the nation (Darda et al., 2022; Sosrowidigdo et al., 2011). In order to support students' study harder and in the future. Therefore, it can be concluded that the role of the teacher in the context of learning requires the following changes: (a) the teacher becomes a person who can guide, advise, and support in the dissemination of information. (b) means that students are complex individuals and have different learning styles (c) emphasize learning rather than teaching in the teaching and learning process (Laster, 1985).

In implementing the shift in the role of teachers in learning, there are two things that need to be considered (Sopian, 2016; Sulthon, 2018), namely :

a. Changing the teacher's point of view of students. In the learning process, students become active actors and are no longer the object of teaching. There is a lot of potential that can be developed in students. Teachers are expected to be able to provide support for students to develop their potential. This is especially relevant for ECCE learners where creativity and skills are preferred.

b. It is hoped that teachers can provide learning to students as to how they deal with and overcome problems that often arise in society. One of them is by providing
cases of challenges related to literacy subjects for ECCE students that occur in the community. It is hoped that as a result of this activity, students can use it as a provision for their independence in facing the challenges they will face when they are in elementary school and it is also hoped that students can develop their potential again, especially being able to develop the potential of their community and take part in it.

To make the realization of the participation and competencies of both the Principal and teachers as outlined in the description above, it is necessary to make efforts that must be made by the Education office and by the school superintendent (Mulyasa, 2022). One way that can be done by the supervisor for the Principal in an effort to increase the competence of knowledge and the role of ECCE teachers in learning is through academic training activities that can increase the creative ideas of ECCE teachers by increasing Pedagogic competence so as to improve the implementation of school education.

Based on the results of the description above, the author conducted a school action research aimed at determining the effectiveness of improving the Pedagogic Competence of Educators and Principals in the Implementation of Curriculum 13.

**Problem Identification**

Based on the results of the description above, it can be concluded that there are factors that cause the low quality of the learning process and results at PAUD Merah Pomegranate, including the following:

a. Too low motivation for teachers and other education personnel
b. There are limitations in the facilities and infrastructure section in the learning process
c. There is still a lack of educational personnel who are in accordance with the educational background.
d. The role of early childhood and community caregivers has not been maximized
e. Low competence of teachers

**Problem Restrictions**

From the description of the problems described above, the problem contained in this school action research is because it is limited by the lack of pedagogical competence in teachers and principals.

**Problem Formulation**

From the description of the background of the problem above, it can be formulated that the effectiveness of improving the Pedagogic Competence of Educators and Principals in the Implementation of Curriculum 13, as a problem in this study.

**Literature Review**

**Active Learning**

According to Winkel, 2004 posited that something that produces changes in knowledge, skills, understanding, values and attitudes carried out with activities in the form of either mental or psychic is called the understanding of learning. The intended changes should be fixed and imprinting that can be used as an experience to interact with their environment can be considered as learning. (Uno, 2021).
Furthermore, discussions related to Active learning as a result of developments contained in the theory of Dewey learning by doing (1859-1952). From his explanation, Dewey argues that he strongly disagrees with rote learning”. He is the founding figure of the "Dewey School" where students at the school must take part in the spontaneous teaching and learning process obtained through his curiosity about something that the student does not yet know. Dewey also argues that students get learning media facilities from teachers as providers of learning facilities. If students and teachers play an active role, meaningful learning will be created. By holding active learning, it will produce various kinds of things that are useful for making students learn actively within themselves and can develop the potential contained in students and teachers in the fields of knowledge, experience and skills.

Through active learning, it is also hoped that students can get to know and be able to develop their quality and potential. (Rozalena & Kristiawan, 2017). In addition, it is also hoped that students can develop the potential contained in the surrounding environment to be better trained to initiate, think systematically, critically, responsively, so that they can solve daily problems through tracing information that is meaningful to them (Jannah, 2018).

Furthermore, teachers are also required to teach professionally, systematically, and conduct teaching in accordance with the principles of effective and efficient active learning. That means teachers can engineer learning models to be systematic and meaningful for their students. With that, it takes a teacher who has the ability to do it all. (Yuberti, 2014):

a. Make optimal use of the learning environment in the learning environment.
b. Be creative and develop new ideas
c. Narrowing the gap between what is learned in school and in society
d. Emphasize the relevance related to the field of science with what is needed daily in people's lives
f. Follow up on the gradual and continuous development of science, skills, and behavior.
g. Providing opportunities for students to be able to develop optimally according to their abilities
h. That way active learning is seen as an effective learning approach to be able to make students as fully human beings with the ability to learn independently throughout their lives and also to develop teacher professionalism.

Learning

Teaching or "teaching" is an effort made to help students to get ideas, skills, information, ways of thinking, values, means to express themselves, and how to learn something. (Joyce et al., 1996). Learning is an effort aimed at carrying out learning activities for students. Implicit in this sense is the activity of selecting, identifying and developing methods to achieve the desired learning outcomes. The selection, definition and further development of this method is based on the existing learning conditions (Seknun, 2014). These activities are basically at the core of the study plan.

In this case, the term learning has the essence of planning or planning (design) as an effort to teach students. For this reason, at the time of learning, students do not interact with the teacher as a learning resource, but rather with all the learning resources that they can use to achieve their learning goals (Fakhirrazi, 2018). Therefore, learning pays attention to "how to teach students" rather than "what students learn" (Wahino, 2015). Therefore, it is important to consider how learning is organized, how learning content is communicated, and how interactions between existing learning resources are organized to work properly. Learning must be optimally planned and designed to meet expectations and goals.
Learning Design should pay attention to the following (Sofyan, 2006):

a. Learning takes place in real-life experiences and authentic environments because it is necessary for a person to be able to fully process learning (tohami, learn, create works, and perform real activities)

b. Learning is organized with real experience and an authentic environment, because this is necessary to allow a person to process learning (learn to understand, learn to create, and carry out real activities) to the maximum.

c. The content of learning must be made to be relevant to the characteristics of students because learning functions as an adaptive mechanism in the process of construction, deconstruction and reconstruction of knowledge, attitudes, and abilities.

d. Provide the media and learning resources needed. The availability of media and learning resources that allow students to gain a concrete, broad, and immersive learning experience, is something that needs to be pursued by teachers who are professional and care about the learning success of their students.

e. Assessment of student learning outcomes is formed as a diagnostic to provide a declaration of life long continuing education.

Pedagogic Abilities

Definition of Pedagogic Ability

Early Childhood Education (ECCE) is a global initiative and the Indonesian government has expressed its commitment to the Global Statement on ECCE. 1. Commitment is education for everyone, from birth to the end of life. 2. Dakkar Declaration. Expand and improve all early childhood education and care around the world, especially the most vulnerable and neglected (Haggis, 1991). The legal basis for ECCE in Indonesia is as follows.

1) Preamble to the 1945 Constitution: Educating the life of the nation is one of the goals of Indonesian independence

2) Amendment to the 1945 Constitution article 28 C: Every child has the right to develop himself through the fulfillment of his basic needs, has the right to receive education and benefit from science and technology, art and culture in order to improve the quality of his life and for the welfare of mankind.

3) Law No. 23/2002 on Child Protection Article 9 paragraph (1) 'Every child has the right to obtain education and teaching in the context of his personal development and his level of intelligence in accordance with his interests and talents.

4) Law No. 20/2003 article 28 (on ECCE) confirms that seeing the real conditions of teacher performance to answer questions is a practical reflection of the assessment of teacher performance in academic supervision, for example:

a) What really happens in the classroom?

b) What do teachers and students actually do in the classroom?

c) Which of the overall activities in the classroom are meaningful to teachers and students?

d) What has the teacher done in achieving the academic goals?

e) What are the advantages and disadvantages of teachers and how to develop them?
f) Based on the answers to these questions, information is collected about the teacher's ability to direct learning. However, it needs to be emphasized that after a performance evaluation is carried out, the research supervision is not completed, but the follow-up in the form of a supervision program takes place and must be carried out as well as possible.

Pp. Minister of National Education of the Republic of Indonesia No. 16 of 2007 states that pedagogical (academic) competence, personality competence, community competence and professional competence are the four categories of teacher academic qualification standards.

**METHOD**

This research went through 3 stages of process which were carried out in at least two cycles, namely the first stage of preparation, implementation and evaluation and reflection (Arikunto, 2010). In the first stage, namely preparation for making activity scenarios, time and place schedules, as well as supporting other facilities such as observation sheets and questionnaires (Yandri, 2021). This research was conducted by the Owner of PAUD Kec Kelapa Gading who was assisted by the Principal at PAUD Merah Delima North Jakarta starting from January 2022, until August 2022.

This study used an observation sheet research instrument used by the supervisor to record and observe the development of the abilities of each teacher he fostered during the research process (Cycle 1 and Cycle 2).

The observation sheet used in this study can be seen in the example below the following page:

**LEARNING ACTIVITY PLANNING INSTRUMENTS**

<table>
<thead>
<tr>
<th>NO</th>
<th>ACTIVITY DESCRIPTION</th>
<th>VALUE CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Formulate indicators of learning outcomes with true</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>2</td>
<td>Using tofik/ themes in the curriculum</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Determining ways to achieve goals</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Determining the steps of the activity in achieving the objectives of the activity</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Determine the allocation of time on activities implemented</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Determining the grouping of directions in the implementation of activities</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Determining learning media in achieving goals</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Determining learning tools according to the objectives</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Determining the assessment tool according to purpose</td>
<td></td>
</tr>
</tbody>
</table>

Sum of Real values = ..............................................

Number of Ideal Values = 36

Percentage Value = ................................................%

CLASSIFICATION

Criterion:
A : Very Good : 76 % - 100 %
B : Good : 56 % - 75 %
C : Enough : 26 % - 55 %
D : Less : 0 % - 25 %

Teacher's Name : ..................................................................................
School : ..........................................................................................
Classes, Semesters : ..........................................................................
Subject : ..........................................................................................
Basic Competencies : .........................................................................
Day, Date : .........................................................................................
RESULTS AND DISCUSSION

Result

The 2013 curriculum is a curriculum used by the government to be a substitute for the education unit level curriculum which has been implemented for 6 months. The 2013 curriculum prioritizes understanding, skills, and education with character (Haq, 2019). In the 2013 curriculum, students are required to be more active in the learning process, students are active in discussing, students are able to present, and students understand the material, and students are required to have high manners and discipline (Permatasari, 2014).

The principles of implementing Academic Supervision (Murniati, 2015) are:

a. Practical, meaning that it is easy to do according to school conditions.
b. Systematic, meaning that it is developed according to careful supervision program planning and learning objectives.
c. Objective, meaning input according to aspects of the instrument.
d. Realistic, meaning based on actual reality.
e. Anticipatory, meaning being able to face problems that may occur.
f. Constructive, meaning to develop the creativity and innovation of teachers in developing the learning process.
g. Cooperative, meaning that there is good cooperation between supervisors and teachers in developing learning.
h. Kinship, which means considering mutual honing, loving, and nurturing each other in developing learning.
i. Democratic, meaning that supervisors should not dominate the implementation of academic supervision.
j. Active, meaning that teachers and supervisors must actively participate.
k. Humanist, meaning able to create a harmonious, open, honest, ajeg, patient, enthusiastic, and humorous human relationship (Dodd, 1972).
l. Continuous (academic supervision is carried out regularly and continuously by the Head of PAUD / TK).
m. Integrated, meaning it merges with educational programs.
n. Comprehensive, meaning that it meets the three objectives of academic supervision above.

There are two academic supervision techniques, namely individual supervision techniques and group supervision techniques. Individual supervision technique is the implementation of individual supervision of teachers. The supervisor here is only dealing with a teacher so that from the results of this supervision, the quality of learning will be known (Saleh & Jamaluddin, 2019).

From the School Action Research Process carried out at PAUD Merah Delima Jakarta entitled Improving the Pedagogical Competence of Educators and Principals in the Implementation of Curriculum 13 at PAUD Merah Delima North Jakarta, the following conclusions can be drawn:

1. There was an increase in the formulation component of the learning objectives indicator from 40% at the initial ability, to 60% at cycle 1, and to 70% at the end of the activity.
2. There was an increase in the ability of the component of determining learning materials and materials from 65% to 70% after cycle 1 and strengthened to 80%.
3. There was a significant increase in the components of the selection of strategies and learning methods, which contained learning steps and the determination of the allocation of time used from the original only 40% increased by 60% in cycle 1 and increased again to 75% after cycle 2.
4. Although there was not a sharp enough increase, in the components of the selection of media and learning tools there was also an increase from 60% at the beginning of the activity and after cycle 1, to 80% after cycle 2.
5. In the learning evaluation planning component, there was also a significant increase from the original only 40% at the beginning of the activity, to 60% at the end of cycle 1 and successfully reaching 70% at the end of cycle 2.

CONCLUSION

The conclusions of the study are as follows:

a. After obtaining the results of research on this school action, it can be concluded that the academic supervision carried out by the principal of 5 teachers who do not have a teacher education background, succeeded in improving their pedagogical competence in compiling learning plans in improving curriculum implementation.

b. Activities to improve pedagogical abilities can be carried out by conducting academic supervision proven to improve teacher competence.

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