

THE IMPORTANCE OF PEDAGOGICAL COMPETENCE ON DEVELOPING LECTURERS' PROFESSIONAL CAREER: AN EVALUATIVE RESEARCH

P-ISSN: 2089-4341 | E-ISSN: 2655-9633

Url Jurnal: <https://uia.e-journal.id/akademika/article/view/3161>

DOI : <https://doi.org/10.34005/akademika.v12i02.3161>

Submitted Manuscripts: 2023-10-24 Reviewed Manuscripts: 2023-12-15 Published Manuscripts: 2023-12-30

Nurul Hasanah Fajaria

Universitas Islam As-syafi'iyah, Indonesia
nurulhasanah1139@gmail.com

Iffah Budiningsih

Universitas Islam As-syafi'iyah, Indonesia
iffah.budiningsih.fkip@uia.ac.id

Qurrota A'yun

Universitas Islam As-syafi'iyah, Indonesia
qurrotaayun100.qay@gmail.com

Muhammad Fahrudin

Universitas Islam As-syafi'iyah, Indonesia
muhamadfahrudin.fh@uia.ac.id

Abstract: *TPACK stands for technological pedagogical content knowledge is a learning paradigm which integrates technical knowledge into content and pedagogical ideas. With education trends in the digital age heavily reliant on the incorporation of technology in the teaching and learning process, TPACK model has become a necessity for lecturers. The purpose of this study is to assess the pedagogical proficiency of UIA instructors and to offer suggestions for improvement. This study design is for a survey. The whole student body of UIA Jakarta is the target demographic. While the undergraduate students in the sixth semester make up the small population. Simple random sampling was utilized as the sample strategy. Data are collected via questionnaire, and descriptive statistics are used for analysis. The results showed that the average score of lecturers' pedagogical competency was 3.51 (excellent), and that greeting and prayer at the start and conclusion of the course received the highest score of 3.63. In order to close the accomplishment gap in learning, pedagogical proficiency is crucial. The study's implications include urging UIA lecturers to take part in Instructional Techniques Training (PEKERTI) for professional certification, incorporating the TPACK model into their instruction, and making sure that there is sufficient access to and high-quality ICT resources to support academic activities on campus.*

Keywords: *Pedagogic, Competence, Learning Model, TPACK*

Abstrak: TPACK adalah singkatan dari pengetahuan konten pedagogi teknologi adalah paradigma pembelajaran yang mengintegrasikan pengetahuan teknis ke dalam konten dan ide pedagogi. Dengan tren pendidikan di era digital yang sangat bergantung pada penggabungan teknologi dalam proses belajar mengajar, model TPACK sudah menjadi kebutuhan bagi para dosen. Tujuan dari penelitian ini adalah untuk menilai kemahiran pedagogi instruktur UIA dan memberikan saran untuk perbaikan. Desain penelitian ini adalah survei. Seluruh mahasiswa UIA Jakarta menjadi sasaran demografinya. Sedangkan mahasiswa S1 semester enam merupakan populasi yang sedikit. Pengambilan sampel acak



seederhana digunakan sebagai strategi sampel. Data dikumpulkan melalui kuesioner, dan statistik deskriptif digunakan untuk analisis. Hasil penelitian menunjukkan bahwa skor rata-rata kompetensi pedagogik dosen adalah 3,51 (sangat baik), dan salam dan doa di awal dan akhir perkuliahan memperoleh skor tertinggi yaitu 3,63. Untuk menutup kesenjangan prestasi dalam pembelajaran, kemahiran pedagogi sangat penting. Implikasi studi ini antara lain mendorong para dosen UIA untuk mengikuti Pelatihan Teknik Pembelajaran (PEKERTI) untuk mendapatkan sertifikasi profesi, memasukkan model TPACK ke dalam pengajaran mereka, dan memastikan bahwa terdapat akses yang memadai dan sumber daya TIK yang berkualitas tinggi untuk mendukung kegiatan akademik di kampus. .

Kata Kunci: Pedagogi, Kompetensi, Model Pembelajaran, TPACK

INTRODUCTION

Education in 4.0 industry revolution era emphasized the ability of the educators to manage learning process which is meaningful and interesting, one of it is through digital technology. Technology is like a double-edged sword that brings benefits and harms. Indeed, we can consider technology as a challenge that we must conquer.

It's harder to teach students in the age of digital technology. Classroom management (Evertson, 2006) student diversity (Gay, 2010), evaluation and feedback (Black, 2009), time management (Wong, 2014), and teacher burnout (Kyriacou, 2001) are some of the common difficulties' teachers encounter in the classroom. For teachers, maintaining discipline and controlling student behavior can be quite difficult. The learning environment might be hampered by disruptive behavior, lack of concentration, or disruptions in the classroom. To provide a suitable environment for learning, effective classroom management techniques are crucial (Evertson, 2006).

There are more and more pupils from different cultural, linguistic, and socioeconomic backgrounds in today's classrooms. Teachers must cater to each student's unique learning requirements, offer inclusive instruction, and create a welcoming environment that values diversity (Gay, 2010). Additionally, it can be difficult to create efficient tests, deliver timely feedback, and measure students' progress. Teachers must make sure assessments support learning objectives, give insightful feedback to help students progress, and use a variety of assessment techniques to accommodate different learning preferences (Black, 2009).

The position of a teacher has changed in the digital age to include new duties and opportunities. Some of them serve as learning facilitators, assisting students in utilizing and navigating digital resources. Additionally, teachers construct compelling online exercises, curate digital content, and encourage teamwork and critical thinking abilities through technology-mediated interactions (Voogt, 2012). It can be claimed that teachers' roles have changed from being merely information presenters to learning facilitators. This modification indicates a move toward active, student-centered learning strategies.

For teachers to properly adapt to the needs of students who are digital natives and to the requirements of the digital era, their level of competence must be raised. To successfully incorporate technology into their teaching techniques, teachers must increase their digital literacy and technological proficiency (Ertmer, 2013). In order to effectively engage students who are digital natives, teachers must also modify their instructional practices (Prensky, 2001). The term "pedagogical competence" refers to a teacher's capacity to efficiently organize, present, and evaluate lessons that support students' learning and development.

One of Jakarta's Islamic universities, As-Syafi'iyah Islamic University was founded in 1983. Since that time, UIA has played a significant role in providing academic programs and degrees in a range of study fields. By offering high-quality instruction, curriculum development, and specialized expertise in fields like Islamic studies, education, the humanities, and social sciences, UIA contribute to the area of education. The University of As-Syafi'iyah makes contributions to education through research and innovation. Additionally, UIA frequently interacts with the neighborhood through a variety of outreach initiatives. They work together with local community organizations, educational institutions, and schools to support and resource educational initiatives. Programs for mentoring teachers, educational workshops, and collaboration on projects for community development might all fall under this category. It may be argued that UIA has contributed to Indonesia's development for more than 30 years, particularly in the area of education.

Nevertheless, a number of issues with lecturers' competence can limit their ability to instruct and promote student learning. Inadequate communication and interpersonal skills, inadequate evaluation and feedback procedures, a lack of student-centered approaches, limited pedagogical training, and weak cultural competence are some of these issues. In other words, the majority of issues are directly tied to the pedagogical proficiency of lecturers. Therefore, the purpose of this study is to assess the pedagogical proficiency of UIA lecturers and to contribute to the creation of policies that would raise their level of proficiency.

Assessment research is any work done to improve something in order to achieve higher quality in the future. In order to reach the objective repair to be better, it includes creating goals, building and developing instruments, collecting data, evaluating data, and interpreting data to determine the value with a predetermined evaluation standard (Budiningsih I. &., 2021).

Further (Budiningsih I. &., 2017) state that competence is an ability that a person possesses. It consists of knowledge, skills, and attitude that describe motives, personal characteristics, self-concept, and values that persist over time and can lead to better performance on the job. A lecturer must also be able to conduct evaluation research in order to develop their

own competence independently and gradually, according to Jamaris and Marbun in (Habiburrahman, 2022). These four competences are: a) personality competence; b) pedagogical competence; c) professional competence; and d) social competence.

According to (Habiburrahman, 2022), pedagogical competence is the ability of lecturers to manage the learning process, which includes imparting knowledge, comprehending the principles of education, developing lesson plans, putting them into practice, utilizing technology in learning, evaluating learning outcomes, and identifying students' potential. According to (Laverie, 2010), pedagogical competence is intimately tied to an individual's capacity to combine both tangible and intangible resources that work together and synergistically to attain efficiency and effectiveness.

According to the above explanation, lecturers' competence in this study is defined as their aptitude for: a) lesson planning (preparing and selecting teaching methods, materials, and media); b) carrying out the learning process and managing classroom activities (reminding target achievement, providing feedback, and providing reinforcement); and c) conducting evaluation and assessment.

Further, the National Standard of education in section 28 subsection 3 points a, it is explained in the Indonesian constitution that pedagogical competence also deals with the teachers' competence in understanding the students. (Mulyasa, 2009) stated that there are at least three things should be understood by the teachers related to this competence. They are the learners' cognitive development, the learners' personality, and the learners' prior knowledge. It is believed that understanding students' character is important to apply appropriate way of teaching the students with different personality (Risan, 2022).

A research by (Efendi, 2021) found that educational competence of lecturers influences in the development of learning. It is included: acquainting oneself with the learner's characteristics, developing an understanding of educational theory and principles of educational learning, curriculum development, learning activities, development of student potential, communication with the students, and the last is assessment and evaluation. Further, it is found that pedagogical competence is dominantly needed in teacher's performance assessment (Jaya Putra, 2021).

METHOD

This study design is for a survey. All UIA Jakarta students are the intended audience, however the sample size is restricted to the 1468 undergraduate students enrolled in their sixth semester. Simple random sampling was utilized as the sample strategy. The head of study programs assisted in the distribution of a self-administered questionnaire that was used to collect the data among the student group. The following Likert scale is

used to gauge student perceptions of lecturers' pedagogical competence: 4 (excellent), 3 (good), 2 (average), and 1 (poor). Further, the data were analyzed descriptively.

The idea definition of lecturers' pedagogical ability served as the foundation for the instrument's development. The instrument's validity is assessed using the Product Moment method, and the validity is assessed using the Alpha Cronbach formula. Following is a presentation of the validity and reliability test results:

Table 1. Validity Test of Lecturers' Pedagogical Competence

No	1	2	3	4	5	6	7	8	9	10
rhitung	0,920	0,918	0,863	0,870	0,877	0,870	0,885	0,961	0,885	0,765
	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid

Table 2. Reliability Test of Lecturers' Pedagogical Competence

Reliability Statistics	
Cronbach's Alpha	N of Items
.966	10

The instrument is credible if r_{10} (0.966) $>$ 0.6 and valid if t -count $>$ t -table (0,361). It is clear from the computation above that every instrument created is dependable and legitimate.

(Nopriyeni, 2019) used instruments for a prior study that were nearly identical but varied in some indicators. The following list of similarities and differences:

Table 3. The Similarities and Differences of Previous Instrument

Similarities	Differences
Inform the course syllabus lecturers' preparedness to create instructional materials	welcomes and prayers at the beginning and conclusion of talks
Deliver information in an engaging manner to inspire learning giving feedback on assigned activities	presenting an Islamic perspective and Islamic principles that are pertinent to the course topic being taught, and providing exemplary moral values instillation

The pedagogic competence of UIA lecturers is the only variable used in the descriptive statistics analysis of the data. Mean, median, modus,

standard error of mean, standard deviation, variant, range, minimum score, maximum score, amount, and percentage are used as measures of central tendency and dispersion, respectively.

RESULTS

The following table shows the findings of the evaluation of lecturers' pedagogical proficiency by students:

Table 4. The Average Score of Students Assessment of Lecturer Pedagogic Competence

N	Valid	1468
	Missing	0
Mean		3.5138
Std. Error of Mean		.01456
Median		3.7000
Mode		4.00
Std. Deviation		.55778
Variance		.311
Range		2.90
Minimum		1.10
Maximum		4.00
Sum		5158.30

The aforementioned table shows that the mean is 3.5138 and that the standard error is a very small.01456. The result suggested that, on the whole, pupils gave the lecturer's pedagogical proficiency a favorable assessment. The score that is most common (mode) has a standard deviation of.55778 and is 4.0. It indicates that the lecturer has very high pedagogical competency scores, which frequently emerge. The maximum and minimum scores are 4.00 and 1.10 respectively.

Table 4 also showed the proportion of students who evaluated the lecturer's pedagogical skills. For the lecturers' pedagogical skill, 36.20 percent of respondents provided a score of 4, which is exceptional, 51 percent gave a good score, 11.40% gave an average score, and only 1.4% offered a poor score.

Table 5. The Percentage Of Respondents Who Provided Feedback On a Lecturer's Pedagogical Competence

Assessment Score on Lecturer's Pedagogic Competence	%
1 = Poor	1.40
2 = Average	11.40
3 = Good	51.00
4 = Excellent	36.20
Total number	100

Based on the average assessment score for each indicator of the lecturer's pedagogical competency—lesson planning competence, learning implementation competence, and learning evaluation competence—further data analysis was conducted. The outcome is shown in table 6 as follows:

Table 6. The Average Assessment Score per Indicator of Lecturer's Pedagogical Competency

Variable	Indicator	Statements	%
		Inform the course syllabus	3.54
	Competence in lesson planning	lecturers' preparedness to create instructional materials	3.51
		Average lesson planning skill score	3.52
		Welcomes and prayers at the beginning and conclusion of talks	3.63
		Deliver information in an engaging manner to inspire learning	3.48
Competence in Pedagogy for Lecturers	Putting learning competence into practice	Give input on the tasks you've been given	3.42
		Receptive to suggestions and criticism giving	3.48
		Exemplary moral instruction, a Muslim perspective, and Islamic principles that are pertinent to the subject matter being covered	3.52
		Average learning competence implementation score	3.50
	Learning evaluation	Achievability or thoroughness of the information supplied	3.54

Variable	Indicator	Statements	%
	competence	The correspondence between the exam material and the subject matter being taught	3.58
		Assignments and tests returned to students	3.43
		Learning evaluation proficiency average	3.51
Average score of lecturer's pedagogic competence			3.51

The average score for lecturers' pedagogical skills is 3.51 (good), according to the table above. It implies that for the lecturer to receive the highest score of 4, which is good, their pedagogical competence must be increased. The statement that begins and ends lectures with welcomes and prayers had the highest average of the ten statements, coming in at 3.63.

DISCUSSION

Lecturers' professional competence should be improved gradually. UIA as the great institution have responsibility to provide trainings for its lecturers, such as training to develop lesson plan, training to develop research roadmap, training to use technology as teaching tools, and many more. These kinds of trainings give beneficial effect not only for lecturer personally, but also for the students during teaching and learning process. When the students satisfied with the lecturer, they will provide a good respond to the evaluation process.

It can be seen that the majority of students give lecturers a good rating for their pedagogical proficiency. Although 36.20 percent of respondents gave an excellent grade and the remaining 63.8 percent offered a different score, there is still room for lecturers to advance their pedagogical proficiency in this circumstance. A professional lecturer must be able to pay attention to the students, have a willingness to grow the students' knowledge, attitudes, and abilities in the learning process, and offer support in order to help students obtain the best learning results, according to Hastuti et al. (2022). A scientific approach that closes the achievement gap for the best learning outcomes is pedagogic competence. As a result, it is crucial for lecturers to continuously improve their pedagogical expertise.

Each institution's classification of a teacher's pedagogical competency is well known. Since the UIA motto combines knowledge and religious value, beginning and concluding lectures with greetings and prayers is a sign of a lecturer's pedagogical competency in the UIA. According to the students'

evaluation, this answer receives the highest mark. This indicates that the majority of UIA's lecturers use this activity as part of their instruction.

In contrast, returning tests and assignments to students receives the lowest rating for lecturers' instructional competency according to student evaluation. This outcome is consistent with a study by (Tanjung, 2022), which discovered that instructors' assessment and evaluation skills fall into the poor category. A descriptive analysis of English teachers' pedagogical proficiency at the school was carried out in (Tanjung, 2022). She also discovered that communication skills, curriculum development skills, and the capacity to master pupils' characteristics all fall into the "pretty good" category. In contrast to this study, the good score category is related to how well the exam material aligns with the course material being taught, how complete the material is, how well it informs the course material plan, and how well it demonstrates the inculcation of moral values and an Islamic perspective that are pertinent to the course material being taught.

It is also probable that the teacher and the students would assess lecturers' instructional skills from different angles. According to a case study by (Asrifan, 2022), lecturers view their pedagogical competence as including comprehending the content, creating learning objectives, catering to the needs of the students, and managing the classroom environment. While there are differing opinions among students, most agree that a competent teacher should be able to use media and technology in the classroom, be prepared to convey the subject, be able to liven up the classroom environment, and be able to provide feedback and evaluation on students' work.

In order to effectively support online learning, develop digital content, and engage students, teachers must be adept in using technological tools and platforms. It is believed that the use of digital technology is important to support learning process (Dwi M, 2023). Their ability to provide high-quality education in the digital age may be hampered by a lack of technological proficiency (Sturgis, 2020). It can be difficult to keep pupils interested in online learning environments. To maintain student involvement, teachers must use a variety of teaching methodologies, include interactive features, and provide opportunities for collaboration and active participation (Means, 2020).

TPACK (Technological Pedagogical Content Knowledge) is one of the learning paradigms that is pertinent to this demand. TPACK refers to the understanding of how to support students' learning using pedagogical, content, and technological techniques. TPACK is a paradigm of learning that incorporates technology knowledge into content and pedagogical ideas, according to Abbitt (2011). This seeks to counter the growing importance of using digital technology during the learning process. The authors of Kurniasari & Mardikaningsih (2022), Mishra & Khoehler, explain that in order to produce an effective, efficient, and more engaging learning process, quality

learning necessitates a complex understanding of the relationships among the three main sources of knowledge—pedagogy, content, and technology.

CONCLUSION

Pedagogical competence is an important component in education. With these competencies, the profession of an educator will look different from other professions. The level of success of teacher on students' learning outcomes is influenced by this competency. The average pedagogic competence score for lecturers is 3.51, which is considered to be good. It implies that for the lecturer to receive the highest score of 4, which is good, their pedagogical competence must be increased. One of the ten statements—beginning and concluding lectures with welcomes and prayers—has the best score out of the ten. A scientific approach that closes the achievement gap for the best learning outcomes is pedagogic competence. As a result, it is crucial for lecturers to continuously improve their pedagogical expertise. TPACK is a paradigm of learning that incorporates pedagogical and content ideas with technology knowledge. In order to deal with 21st-century (digital era) educational trends, instructors must use the TPACK paradigm.

An investigation into the impact of instructional techniques as a point of reference for policies to become professional professors, training on lecturers' pedagogical competency is required.

REFERENCES

- Asrifan, A. . (2022). Students' Perception toward Good Lecturer Pedagogical Competence. *English Journal for Teaching and Learning*, 218-236.
- Black, P. &. (2009). Developing the Theory of Formative Assessment. *Educational Assessment, Evaluation, and Accountability*, 5-31.
- Budiningsih, I. &. (2017). Increased Competency through Training Interventions. *International Journals Applied Business and Economic Research*, 249-266.
- Budiningsih, I. &. (2021). *Hypercontent Textbook: Learning Design*. Jakarta: FKIP UIA.
- Dwi M, A. A. (2023). Teacher's Digital Competence in Increasing Vocational School Students' Interest in Learning in Sekadau Regency. *Akademika*, 1-11.
- Efendi, S. (2021). Lecturer's Pedagogical Competence in Developing Student Learning at the National University. *Jurnal Mantik*, 5(2), 701-706.

- Ertmer, P. & L. (2013). Teacher Technology Change: How Knowledge, Confidence, Beliefs, and Culture Intersect. *Journal of Research on Technology in Education*, 255-284.
- Evertson, C. M. (2006). *Handbook of Classroom Management: Research, Practice, and Contemporary Issues*. Lawrence Erlbaum Associates.
- Gay, G. (2010). *Culturally Responsive Teaching: Theory, Research, and Practice*. Teachers College Press.
- Habiburrahman, A. T. (2022). Researching Professional English as a Foreign Language Lecturer in the Industry 4.0: A Curriculum Perspective. *International Journals of Evaluation and Resrach in Education*, 1544-1551.
- Jaya Putra, W. T. (2021). The Effect of Teacher Competency on Performance Appraisal. *Akademika*, 235-247.
- Kyriacou, C. (2001). Teacher Stress: Directions for Future Research. *Educational Review*, 27-35.
- Laverie, S. M. (2010). Developing Pedagogical Competence: Issues and Implications for marketing Education. *Journal of Marketing Education*, 197-213.
- Means, B. &. (2020). *Teaching with Digital Tools and Resources*. Harvard Education Press.
- Mulyasa, E. (2009). *Standar Kompetensi dan Sertifikasi Guru*. Bandung: PT Remaja Rosdakarya.
- Nopriyeni, N. Z. (2019). The Implementation of Mentoring Based Learning to Improve Pedagogical Competence of Prospective Teachers. *Inaternational Journal of Instruction*, 529-540.
- Prensky, M. (2001). *Digital Natives, Digital Immigrants*. On the Horizon.
- Risan, R. (2022). Identifying Characteristics of the Students: An Evaluation for English Teachers Pedagogical Competence. *Journal of English Language Teaching*, 11(2), 147-159.
- Sturgis, V. &. (2020). Teacher Competencies for Technoloy Supported Learning: A Literature Review. *Computer & Education* , 146.
- Tanjung, S. (2022). An Analysis of Teacher Pedagogical Competence in Teaching English for Senior High School Learners. *Vision*.

- Voogt, J. &. (2012). A Comparative Analysis of International Frameworks for 21st Century Competences: Implications for National Curriculum Policies. *Journal of Curriculum Studies*, 299-321.
- Wong, H. &. (2014). *The First Day of School: How to be an Effective TEacher*. Harry K. Wong Publisher.