
Pedagogic Competence of Teachers in the Learning Process at the Emmanuel Christian SLB Manado

KEYWORDS

Teachers' Pedagogic Competence, Learning Process, SLB

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ABSTRACT

The research conducted at SLB Kristeln Emmanuel Manado focuses on investigating pedagogical practices and barriers within the school context. Qualitative methods such as observation, interviews, and document analysis were employed to achieve this goal. The study aims to enhance educational practices through a three-pronged approach: firstly, by understanding the complexities of teaching diverse student needs; secondly, by identifying factors that either facilitate or hinder pedagogical effectiveness; and thirdly, by improving pedagogical skills through teacher training sessions, workshops, and clubs tailored for students with special needs. Effective pedagogical practices are supported by well-equipped facilities, conducive learning environments, and a supportive school culture. Conversely, barriers include inconsistent application of teaching strategies, academic and personal challenges faced by students, and communication barriers that impact teaching and learning processes. Addressing these challenges is vital for improving educational outcomes at SLB Kristeln Emmanuel Manado, ensuring that each student receives a high-quality education that meets their individual needs. The research underscores the importance of understanding and addressing both the facilitators and barriers to effective pedagogy in inclusive education settings like SLB Kristeln Emmanuel Manado. The study aims to contribute positively to the educational experiences and outcomes of students with special needs.

INTRODUCTION

Competency ability is the overall skill possessed by a person in carrying out tasks or work in a certain field (Rahmawati, Sularso, Susanto, & Handriyono, 2021). Competence also includes skills, experience, basic attitudes, and values that exist in a person through a consistent way of thinking and acting. As individuals, teachers have the responsibility of not only teaching but also guiding students to become intelligent and civilized human beings (Nurhadi & Harahap, 2021). In the field of education in particular, teachers are considered the main pillars of education. Therefore, the success of student education is highly dependent on the role of teachers. Thus, competency standards must be applied by all teachers. There are four types of competencies possessed by a teacher, namely pedagogical competence, personality competence, social competence, and professional competence. Of the four types of competencies, I will discuss the pedagogic competence of teachers (Lauermaann & König, 2016).

Pedagogic competence is a collection of a teacher in the management of student learning. In the learning process, a teacher who has good pedagogic competence is needed. Teacher pedagogic competence is a collection of a teacher in understanding students, designing and implementing learning, developing students, and evaluating student learning outcomes to identify all the potential they have (Uerz, Volman, & Kral, 2018). The role of a teacher is very important for the development of student development. One way to improve student development is through the learning implementation process.

According to Sobry Sultikno (2021) in the learning implementation process, teachers must prepare themselves optimally, and in the learning process, teachers must be relatively, active, fun, and able to attract the attention of students so that the material purchased by the teacher can be accepted and understood by students. To be able to say that learning is successful, during teaching, teachers must prepare teaching tools such as materials in the form of PowerPoint or printed books, Learning Implementation Plans (RPP), prepare and study the subject matter before teaching, understand the character of students, prepare questions and directions to stimulate students to actively learn.

Agustin, et al., (2022) stated that the pedagogic competence of teachers in students who develop in particular, must be shown to have an understanding of the characteristics of students and the learning modalities possessed by each student. Teachers must also understand the types of children who develop specifically, namely: First, blind children in educational institutions, often referred to as SLB-A, are children who experience visual impairment in several groups. Second, deaf children are known as SLB-B, which is a child who loses part of his hearing so that he has difficulty communicating verbally (Marasabessy, 2023). Third, children with disabilities, or called mental retardation in SLB-C terms, are children who actually experience obstacles and delays in mental development. The disabled can be divided into three, namely being able to be educated, able to be trained, and able to be treated. So that when teachers carry out the learning process, these children with disabilities can be educated and trained in learning process activities (Tabroni, Bagus, Uwes, Drajad, & Bahijah, 2022). Fourth, children with disabilities in educational

institutions called SLB-D are children who have abnormalities or disabilities that settle in the organs of movement (bones, joints, muscles) and nerves so they need special education services. Fifth, deaf children in educational institutions called SLB-E are children who have difficulty adjusting and interacting not in accordance with the norms that apply in the age group environment and society in general (Mohamad & Sudana, 2024).

From the explanation above, the researcher focuses more on the Emmanuel Manado Christian SLB. Researchers found that teachers' pedagogic competence in the learning process has not been implemented properly. This can be seen in some teachers who during the implementation of learning only provide material to students without giving an explanation of the material (Nurlaily, Soegiyanto, & Usodo, 2019). Teachers have not understood the character of each student, nor have they mastered the teaching theories for students at SLB Emmanuel Manado. This is due to the lack of teacher experience and inappropriate teacher education background.

Ultimately, this research anticipates contributing novel insights into pedagogical competence within special education contexts, underscoring its significance in fostering inclusive and effective learning environments (Bryant, Bryant, & Smith, 2019). By bridging the gap between theory and practice, this study seeks to inform policymakers, educators, and stakeholders on strategies to optimize pedagogical competence and thereby enrich educational experiences for students with special needs.

METHODS

In research methods, expert theories and general statements obtained from other sources are not expected. Research methods should include explanations of the methods used, data sources, data collection tools and techniques, data analysis, and the time and place of the research.

The research method employed in this study is descriptive research with a qualitative approach. Qualitative research aims to deepen understanding of social phenomena by providing a comprehensive portrayal of the phenomenon under investigation. It seeks to uncover or explain truths, often delving deeper than observable occurrences.

This approach was chosen for several reasons. Qualitative methods are particularly suited for navigating complex realities, establishing direct rapport between researcher and informant, aligning closely with the research context, and elucidating the value systems encountered by the researcher (Rankin, 2017).

The main sources of data in qualitative research are words, both verbal and written, interviews, and actions (Hennink, Hutter, & Bailey, 2020). In the context of this study, the intended actions and expressions are the actions and expressions from the data sources, namely the Principal, the teachers, and some students at SLB Emmanuel Manado Christian when observed and the words spoken by the resource persons when interviewed.

In this study, the researcher used observation, interview, and documentation data collection techniques. In this data collection technique, it is assisted by research instruments. The main instrument in this study is the researcher himself. Stated that observation is the basis of all science.

Scientists can only work based on data, namely facts about the real world obtained through observation (Sulgiyono, 2018).

In observation, the researcher makes direct observations and records everything needed in the research process. What will be observed are the actions of school principals, teachers, and employees related to the leadership management of school principals. Research that utilizes manual observation methods of assistive devices because human observation is inherently very limited. So the tools used are shooting devices (cameras) or mobile phones.

Data validity checks are carried out to measure or check the extent to which the existing data is really accurate, original, trustworthy, and scientifically accepted. In this study, the researcher will try to check the validity of the data. The validity test of the data that will be carried out by the researcher includes:

Sulgiyono (2018) discussed methods for assessing the credibility of research data, emphasizing techniques such as extending observations, enhancing research accuracy, employing triangulation, and conducting negative case analysis. In ensuring transferability, the researcher concluded the report with a thorough, systematic, and reliable description to clarify the research findings, facilitating their application in different contexts (Sulgiyono, 2018). The dependability of the research was upheld through diligent documentation, consistent data collection, and rigorous analysis, ensuring the reliability and trustworthiness of the study outcomes.

This test is carried out by auditing the entire research activity with the supervisor auditor so that the research is really in accordance with the situation in the field (Sulgiyono, 2018).

RESULTS

A. Findings of the Research Results

Teachers' understanding of pedagogic competence in the learning process at SLB Kristel Elmanuel Manado is as follows:

- a) Some teachers already understand pedagogic competence in the learning process and master the learning strategies that will be given to students in SLB.
- b) Teachers already understand the characteristics of each student in developing learning.
- c) Teachers carry out an approach to each student in the learning process so that students better understand the material being taught.
- d) Some teachers have the ability and skills to develop learning at SLB Kristel Elmanuel Manado.
- e) Some teachers understand the difference in the way normal students learn and SLB students who have mental limitations.
- f) Academically, teachers are able to develop learning according to the age of students.
- g) Teachers' skills in understanding the character and personality development of students.
- h) Teachers are able to understand the teaching material and present it in an interesting way to attract students' interest in learning.
- i) Other important things that teachers must also understand are the world of children, developing the curriculum, and achieving competency standards.

According to the students:

- a) It was emphasized that teachers are very important during teaching and learning activities in delivering material using learning media such as laptops and LCDs so that students are motivated to learn.
- b) It was also emphasized that teachers are able to convey learning individually.
- c) Teachers understand well the material to be learned and apply it to students according to their abilities.

Supporting and inhibiting factors of teachers' pedagogic competence in the learning process at SLB Emmanuel Christian Manado

Findings on the supporting and inhibiting factors of pedagogic competence in the learning process at SLB Kristen Emmanuel Manado:

Supporting Factors:

- a) The availability of facilities that help the implementation of the learning process properly.
- b) Teachers take advantage of the available facilities to arouse students' interest in learning in the learning process.
- c) Student activity in the learning process.
- d) Every student is able to be educated, trained, and cared for in everything that is brought to them.
- e) A clean and tidy school environment and classrooms provide comfort for teachers and students in the learning process.
- f) The establishment of good cooperation between parents and the school.
- g) Internal factors are the personality of teachers and external factors are the education pursued by teachers.
- h) Teachers' skills in managing the learning process so that students are active during learning activities.

Inhibiting Factors:

- a) There are still some teachers who have not applied pedagogic competence in the learning process.
- b) Differences in students' academic abilities and students' personal independence.
- c) Excessive emotional disturbances of students result in the learning process not being carried out properly.
- d) Some students are not able to speak and write sentences well, resulting in a late learning process that takes a long time.
- e) Inconsistent attitudes, motivations, study habits, learning interests, and physical conditions of students.

Limited special guidance teachers (GPK) in providing guidance to children with special needs.

Teachers' efforts in improving pedagogic competence at SLB Kristen Emmanuel Manado are reflected in the results of teachers' pedagogic competency efforts in the learning process at SLB Kristen Emmanuel Manado:

- a) Teachers have succeeded in building good and harmonious relationships with students.
- b) Teachers prepare individual learning programs, learning Implementation Plans (RPP), and methods that are appropriate for students' abilities.
- c) Teachers succeed in being more effective in the learning process.
- d) Teachers provide training so that students can take care of themselves.
- e) Teachers managed to control their emotions and be more patient in educating students.
- f) Teaching efficiently, using a clear and positive tone, learning while telling stories, teaching with audiovisuals, using task analysis, and using materials that are academically functional and independent.
- g) Transfer of Knowledge to students according to their abilities.
- h) Conduct training such as IHT Workshop, hold supervision and school meetings for all teachers.
- i) Giving praise (appreciation) as a positive gift.

DISCUSSION

Teachers' Understanding of Teachers' Pedagogic Competence in the Learning Process at Emmanuel Manado Christian SLB

In this section, the researcher will discuss the formulation of the first problem about teachers' pedagogic competence in the learning process at SLB Emmanuel Manado Christians. Teachers already understand that the teacher's pedagogic competence in the learning process is very important for the development of Emmanuel Manado Christian SLB students. Stated: "So teaching should be done with learning methods or effective ways in order to obtain better results, therefore good teaching skills are needed by continuing learning methods in addition to mental attitudes are also needed to improve or improve teaching skills." According to the information that occurred at SLB Kristen Emmanuel Manado, some teachers already understood pedagogic competence in the learning process and reviewed the learning strategies that will be given to SLB Emmanuel Christian Manado students. Teachers understand the character of every student who has mental limitations so that teachers are able to distinguish between normal students and SLB students. Wahyudi (2020) stated that "pedagogic competence, namely the ability of a teacher to manage the learning process, certainly includes the implementation, evaluation, and character development of students. Some teachers understand the difference in learning styles of regular students and SLB students so that teachers have the skills and ability to teach, teachers also approach each student in the learning process so that students can understand the material delivered." Suprihatiningrum (2019) stated that "pedagogic competence is an ability related to student understanding and educational and dialogical learning management.

Supporting and Inhibiting Factors of Teachers' Pedagogic Competence in the Learning Process at SLB Emmanuel Kristen Manado

In this article, the researcher will discuss the supporting and inhibiting factors of teachers' pedagogic competence in the learning process at SLB Emmanuel Manado Christians. Sulpriati, in Husen (Ahmad, Abdel-Magid, & Hussain, 2017), stated: "Several factors supporting pedagogic

competence in the learning process are cooperative and helpful attitudes, adequate facilities, student interest in learning at school, well-organized schools." The same thing happened with the pedagogic competence of teachers in the learning process at SLB Emmanuel Christian Manado, namely the availability of facilities that help the implementation of the learning process properly; teachers take advantage of the available facilities to develop students' interest in learning in the learning process, a clean and tidy school environment and classrooms increase the comfort of teachers and students in the learning process.

Based on the results of interviews with data sources, the researcher also found inhibiting factors in the pedagogic competence of teachers in the learning process at SLB Emmanuel Christian Manado, namely there are still some teachers who have not implemented pedagogic competence in the learning process, differences in students' academic abilities and students' personal independence, and excessive emotional disturbances of students causing the learning process not to be carried out properly. Kemis (2019) stated, "The development of the low intellectual function of children with disabilities and accompanied by the development of low adaptive behaviour will also result directly in their daily lives so that they experience difficulties in life. What is an inhibiting factor in the learning process for children with disabilities is learning problems, problems adjusting to the environment, problems with speech and language disorders." The same thing happened in the learning process at SLB Kristen Emmanuel Manado. There are still some students who are not able to speak and write sentences well, so the learning process is hampered and has to take a long time.

Teachers' Efforts in Improving Pedagogic Competence at SLB Christian Emmanuel Manado

At SLB Kristen Emmanuel Manado, all teachers understand pedagogic competence in the learning process. However, not all teachers develop this competence due to a lack of experience and inappropriate educational background.

According to <http://eldulkasiwael.blogspot.com>, there are two efforts to improve teachers' pedagogic competence, namely, the efforts made by teachers and the efforts made by institutions/schools. First, the efforts made by teachers, namely teachers participating in teacher training organizations such as the Subject Teacher Conference (MGMP), which aims to improve the quality and quality of teachers in their respective groups, unite the counselling, meaning, and educational functions and facilitate the existing teachings. In addition, it is also to encourage teachers to carry out their duties well so that they can realize the direction of improving their competence. Second, the efforts made by institutions/schools are to hold workshops. An educational workshop is one of the group learning activities consisting of various educators who solve problems faced through conversation and group and individual cooperation. In addition to holding workshops, schools also need to hold teacher training. The training is carried out in relation to opportunities for teachers to develop professionally to improve teachers' ability to carry out the teaching and learning process (Konopko, Pankratova, Nersesyan, & Abdullaev, 2019). In this regard, teachers strive to be more creative in the learning process by approving individual learning

programs and making Learning Implementation Plans (RPP) to make it easier for teachers in the learning process.

[Http://eldulkasiwael.blogspot.com](http://eldulkasiwael.blogspot.com) explained "the importance of school institutions holding school meetings. A school principal carries out his duties based on the plan he has prepared. This includes planning to hold periodic meetings with teachers. Meetings in the form of school meetings are one of the ways that can be taken to improve teachers' abilities and skills in teaching." In addition to this alignment with this, at SLB Christian, Emmanuel Manado also holds periodic meetings so that teachers can prepare themselves well and improve pedagogic competence and skills in the learning process. Teachers also continue to try to improve training for students so that students can help themselves and even help others (Glickman, 2002). Teachers also try to build a harmonious relationship with students so that the learning process can be carried out properly. In the learning process, teachers try to be patient and control emotions in educating Emmanuel Manado Christian SLB students.

CONCLUSION

The study conducted at SLB Emmanuel Manado Christian focused on exploring the understanding and application of pedagogic competence among teachers in the learning process for students with special needs. It was found that while some teachers demonstrate a grasp of pedagogic competence, there remains a significant need for improvement. Teachers face challenges such as understanding the diverse abilities of students with special needs and adapting teaching methods accordingly. Factors supporting pedagogic competence include adequate facilities that enhance the learning environment, utilization of available resources to stimulate student engagement and a conducive school atmosphere. Conversely, inhibiting factors include the uneven application of pedagogic competence, varying academic capabilities and personal independence among students and emotional disturbances that disrupt learning. Additional challenges, such as learning disorders, environmental adaptation difficulties, and speech and language impediments, further hinder effective pedagogic practices. Recommendations include enhancing teacher training through workshops, supervision, and school meetings to foster better pedagogic competence, thereby improving teaching quality and learning outcomes for students with mental limitations at SLB Emmanuel Manado Christian.

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