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**PEDGOGIC COMPETENCE OF CHRISTIAN RELIGIOUS EDUCATION
TEACHERS IN TEACHING CHRISTIAN RELIGIOUS EDUCATION**

Robby Juwono Prasstio¹, Prasetiawati², Chris Apandie³

^{1,2}, Christian Religious Education Study Program, State Christian Institute, Palangka Raya, Indonesia

³ Pastoral Counseling Study Program at the State Christian Institute, Palangka Raya, Indonesia

Email: capandie@gmail.com

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Abstract: Pedagogic competence must be possessed by Christian Religious Education teachers in managing learning responsibly. Pedagogic competence which is include student management, learning design, implementation and evaluation of learning will greatly affect the learning process, so that learning goals are achieved optimally. The purpose of this research was to describe the pedagogic competence of Christian Religious Education teachers while teaching and to describe the inhibiting factors and supporting factors of Christian Religious Education teachers' pedagogic competence in teaching Christian Religious Education at State Elementary Schools in Palangka Raya. This research uses a descriptive approach. Results of this research explain that Christian Religious Education teachers at SDN 1 Kalamangan, SDN 5 Panarung, and SDN 7 Palangka have good pedagogic competence in carrying out the teaching and learning process which consists of student management, learning design, learning implementation, and evaluation. learning. In relation to these competencies, there are inhibiting factors from the teacher's pedagogic competence, i.e the lack of facilities and infrastructure and the use of information technology. Supporting factors of teacher pedagogic competence consist of teaching experience, supervision of school principals, and teacher training.

Keywords: Christian; Education; Elementary School; Pedagogic; Teachers.

Introduction

Education is never separated from human life since humans are born until humans grow old, education will always be received in life. Education does not only talk about learning in schools, but also talks about education in everyday life. To see the importance of education, the National Education System Law no. 20 of 2003 explains that education is a conscious and planned effort to create a learning atmosphere in every learning process so that students can develop their potential. This is done with the aim that students can have religious spiritual abilities, self-control, personality, intelligence/smartness, noble character that reflects attitudes, and skills needed in society [1].

Education is inseparable from the teaching and learning process. In the teaching and learning process there is education related to religious education specifically in Christian Religious Education. Christian Religious Education (PAK) is an education that facilitates students to get to know God through His work and to realize the introduction of the Triune God through an attitude of life that refers to Christian values. In this regard, the teacher plays an important role in guiding and educating the character and personality of students related to their faith in God [2].

Teachers are educators, with the task of teaching and directing students to be able to shape each individual student. The teacher is said to be a profession and the teacher is also said to be someone who educates the life of the nation from every point of view, both spiritual, emotional, intellectual, physical. From this statement it can be said that the teacher plays a very important role in carrying out the learning process [3]. Being a teacher is not an easy job, apart from being a noble task, when carrying out duties and responsibilities as a teacher, it must be done with sincerity. Therefore, to become a Christian Religious Education teacher is not just being a teacher and teaching.

In an effort to be able to carry out learning well, what must be done by an PAK teacher is to have the ability to teach, manage the class, and also be fluent in speaking, the teacher is also creative. To realize this, the teacher must have the competence to teach. In this regard, it is necessary to determine the competence of teachers, related to the competencies needed in teaching, teachers who have competence in teaching will be able to carry out their profession as teachers well and also the learning process will be fun, so it is very important for a teacher to have competence. Berkaitan dengan kompetensi guru, secara khusus dalam kompetensi pedagogik seorang guru, penulis melihat bahwa ada satu kompetensi yang perlu diobservasi yaitu mengenai kompetensi pedagogik guru dalam konteks guru Pendidikan Agama Kristen yang mengajar Pendidikan Agama Kristen. Untuk menjadi guru yang kompeten dan memiliki kompetensi yang baik adalah dengan memiliki pemahaman dasar tentang Alkitab, kemampuan dalam menguasai materi pembelajaran, merancang pembelajaran dengan baik.

With regard to pedagogic competence, the author made initial observations at three elementary schools in Palangka Raya City including 1) SDN 1 Kalamangan, 2) SDN 5 Panarung, 3) SDN 7 Palangka, while the reason the author was interested in carrying out research at three elementary schools in Palangkaraya City was because the teacher had the ability to carry out learning well. Teachers in the three schools can carry out learning, carry out evaluations and carry out each element of pedagogical competence well. However, if seen from the education that the teacher has, the teacher graduated from D3 SPGAK and continued by taking an S1 in different majors such as the Teaching and Biology Education Department, the PGSD Major, and the PKN Major. The reason teachers take other education is as a condition for obtaining certification. This is very interesting to study, related to the pedagogic competencies possessed by teachers, while this research was carried out with the intention of being able to see teacher pedagogic competencies recorded in the essential components or indicators of teacher pedagogics. In this competency, teachers are required to master learning material in depth and broadly, to develop learning plans. So that teachers can guide students in the educational process to meet the competencies set out in national education standards.

Method

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The nature and type of this research uses a qualitative approach. With descriptive qualitative research, the steps taken by descriptive qualitative researchers are to describe an object, and set it in narrative form, so that the quotations obtained are in the form of facts found in the field which are presented in reports [4].

Subject specifically to three Christian Religious Education teachers and three school principals as additional subjects to strengthen the research results. The target teachers studied were specifically Christian Religious Education teachers in elementary schools with state status in the city of Palangka Raya. There are three schools in the City of Palangka Raya which the author chose, namely there are Christian Religious Education teachers including SDN 1 Kalamangan, SDN 7 Palangka, SDN 5 Panarung.

Data collection in this study was carried out by observation, interviews, and documentation. In the data analysis technique, namely using the data analysis technique proposed by Miles and Huberman,

namely using a flow model, namely three activities carried out simultaneously including data reduction, data display, drawing conclusions or verification.

Result and Discussion

Pedagogic Competence of Christian Religious Education Teachers in Teaching Christian Religious Education at Public Elementary Schools in Palangka Raya City

Guru memiliki tugas dan tanggung jawab sebagai pendidik, adapun berkaitan dengan hal tersebut, sebagai seorang guru tentunya harus memiliki kompetensi pedagogik yang baik saat melakukan proses belajar mengajar. Adapun kompetensi pedagogik merupakan suatu kemampuan yang harus dimiliki oleh guru dalam mengelola peserta didik, merancang pembelajaran dan juga melaksanakan serta melakukan evaluasi pembelajaran. Pernyataan ini disebutkan secara rinci dalam indikator esensial pedagogik guru yaitu 1) Memahami peserta didik, 2) Merancang pembelajaran, 3) Melaksanakan pembelajaran, 4) Merancang dan melaksanakan evaluasi pembelajaran.

The summary of the results of the research and discussion carried out by collecting data through interviews, and documentation regarding the pedagogical competence of Christian Religious Education teachers at SDN 1 Kalampangan, SDN 5 Panarung, and SDN 7 Palangka can be described as follows.

1. Understanding Learners

The first pedagogic competency is an understanding of students. In this case the teacher is expected to be able to understand the character of the students, and also know the principles of the development of the students. So that it can develop every potential of students. Teachers at SDN 1 Kalampangan, SDN 5 Panarung and SDN 7 Palangka, in understanding the character of students by doing various things such as approaches, the approach in question is the interaction between teachers and students and interactions between students in class. The teacher also understands students by assuming that the relationship between teacher and student is like mother and child, so that there is a good relationship between teacher and students.

2. Designing Learning

The second indicator of pedagogic competence is designing lessons. The teaching and learning process can certainly run well if the teacher makes a lesson plan while teaching. In carrying out the learning design the teacher explains that the design used is in the form of lesson plans. The understanding of the RPP is a short-term implementation plan to estimate or project what is done in the learning that will be carried out [5]. From the results of research conducted on Christian Religion Education teachers at SDN 1 Kalampangan, SDN 5 Panarung and SDN 7 Palangka, it was found that things related to the teacher's ability to design learning were by the teacher's actions making lesson plans. RPP is used as a teacher's guide in carrying out interesting learning in class. So that teachers can carry out learning well.

3. Implement Learning

The third indicator of teacher pedagogical competence is carrying out learning. The teacher carries out learning based on the learning steps that have been determined in the lesson plan. Learning is also adapted to the conditions of the students, so that learning becomes fun. The teacher manages the learning process so that students want to learn, the teacher is not only able to explain the material well, but the teacher is also able to help students understand material that students don't understand [6]. In carrying out teacher learning at SDN 1 Kalampangan, SDN 5 Panarung, and SDN 7 Palangka doing various things based on the lesson plans that have been prepared such as carrying out initial activities, core activities and closing activities. As for this matter, the teacher also conducts a short worship together with the students. This explains that teachers carry out learning well, using lesson plans as a basis for teachers

in carrying out learning, while the learning steps have also been implemented properly, so as to create fun learning in class.

4. Designing and Implementing Learning Evaluation

The success of the ongoing teaching and learning process can be seen from the assessment or evaluation given by the teacher to students. The fourth indicator is designing and implementing learning evaluations. Based on the results of existing research, it was found that teachers had carried out their responsibilities by designing and carrying out evaluations of ongoing learning. This was written based on the results of research conducted at SDN 1 Kalampangan, SDN 5 Panarung and SDN 7 Palangka. In designing and implementing learning evaluations, it was found that teachers at SDN 1 Kalampangan, SDN 5 Panarung and SDN 7 Palangka were very good at conducting learning evaluations, while the evaluations were carried out in the form of essay and multiple choice tests, where evaluations were carried out based on K13 with spiritual assessments, attitudes, knowledge and skills. Based on this, it can be concluded that teachers are able to carry out evaluations well, based on the abilities possessed by teachers in designing and carrying out evaluations of learning outcomes from students.

Inhibiting Factors for Christian Religious Education Teachers Developing Pedagogic Competence in Teaching Christian Religious Education at Public Elementary Schools in Palangka Raya City

Every learning process carried out by Christian Religious Education teachers does not always go well. There are inhibiting factors that make the course of a learning process hampered. Inhibiting factors are factors that inhibit the flow of an activity process carried out by the teacher, which in general is a failure of something, while this is related to the inhibiting factors which include teacher performance lacking motivation and lack of completeness of facilities and infrastructure [7].

Based on this, there are several inhibiting factors for teachers specifically in the development of pedagogic competence. Based on the results of the research conducted, researchers found that the inhibiting factors for the pedagogic competence of Christian Religious Education teachers at SDN 1 Kalampangan, SDN 5 Panarung, SDN 7 Palangka include 1) Facilities and Infrastructure, 2) Use of Information Technology.

1. Facilities and Infrastructure

The first inhibiting factor for teacher pedagogic competence, based on research results, was found to be that there were obstacles in the availability of facilities and infrastructure, specifically the lack of LCDs that teachers could use to assist in the process of implementing learning. At SDN 1 Kalampangan, the Christian Religion Education teacher experienced problems in the availability of LCDs which only provided 2 class 1 LCDs. Likewise at SDN 7 Palangka, the availability of LCD is still not available as a teacher's assistant in carrying out learning. This is a factor that inhibits teachers in developing pedagogic competence. The inhibiting factor for teacher pedagogic competence was revealed based on the results of the study, namely that at SDN 7 Palangka, they experienced problems in the lack of a special place of worship for teachers to carry out joint worship. This resulted in the teacher having to find a solution by using a temporary room as a special place of worship for teachers and students to carry out worship together.

2. Use of Information Technology

The factor that hinders teachers in developing their pedagogical competence is the use of IT or information technology. This was stated based on the results of research at SDN 5 Panarung, Christian Religion education teachers still did not fully master IT. Teachers are still learning how to operate computers and LCDs as teacher assistants in carrying out the teaching and learning process. The efforts made by schools based on these constraints are to provide training and assistance to Christian Religious Education teachers in using laptops and LCDs. So from the results above, it can be concluded that the factors

that are inhibiting the development of teacher pedagogic competence are the lack of LCDs, places of worship and use of IT.

Supporting Factors for Christian Religious Education Teachers Developing Pedagogic Competence in Teaching Christian Religious Education at Public Elementary Schools in Palangka Raya City

Teachers in the teaching and learning process, of course there are things that can support the teacher in teaching. When teaching teachers must be able to develop their pedagogical competence. As for this section, it will be discussed in relation to the supporting factors of the teacher's pedagogical competence. Supporting factors for teacher pedagogic competence are factors that help, or facilitate teachers in developing their competence, these supporting factors consist of teaching experience, competency development, and supervision of school principals. From the results of the research written above, which was conducted on Christian Religious Education teachers at SDN 1 Kalampangan, SDN 5 Panarung, SDN 7 Palangka, it contained supporting factors and found supporting factors for teacher pedagogic competence, namely: 1) Teaching experience; 2) Supervision of school principals; 3) Teacher training.

Conclusions

Based on the results of the research conducted, it can be concluded that the pedagogic competence of teachers, in teaching Christian Religious Education subjects, as a whole, both teachers at SDN 1 Kalampangan, SDN 5 Panarung and SDN 7 Palangka, have fulfilled indicators of teacher pedagogic competence, namely: 1) Understanding Students, 2) Designing Learning, 3) Implementing Learning, 4) Designing and implementing learning evaluations. In this regard, there are supporting factors and inhibiting factors for teacher pedagogic competence including: 1) Inhibiting factors supporting teacher pedagogic competence contained in the research results in the form of a lack of supporting facilities and infrastructure for teachers to carry out the teaching and learning process, 2) Supporting factors supporting teacher pedagogic competence contained in research results in the form of teaching experience, supervision of the principal and teacher training.

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