

THE EFFECT OF TEACHING-LEARNING ASSIGNMENT METHOD IN CIVIC LECTURE FOR ELEMENTARY ON STUDENTS' PEDAGOGIC COMPETENCY

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Abstract. Title of the research is the effect of teaching-learning assignment of civic lecture for elementary school on students' pedagogic competency. This research is aimed at finding out the effect of teaching-learning assignment method of civic lecture for elementary school on students' pedagogic competency. The research was conducted on students of PGSD Semester 4th academic year 2018-2019 with total sample of 130. Survey method with causality approach is used in this research. Data analysis technique used in this research is correlation statistic test, simple linear regression. Hypothesis testing is done under significance standard of 0,05. The result of the research concluded that teaching-learning assignment on civic teaching for elementary school gives effect on pedagogic competency. It can be seen through correlation coefficient (rxy) between assignment (X) and pedagogic competency (Y) which resulted in score of $r = 0,656$. Casual coefficient is consulted through interpretation table of pearson product moment correlation (r) which is at strong effect. Regression equation for significance regression test is $F_{count} = 0,9842$ with $F_{tabel(0,05)} = 1,60$ and $F_{tabel(0,01)} = 1,93$ with $dk_{pembilang} = 27$ and $dk_{determiner} = 101$. So that $F_{count} < F_{tabel(0,05)} < F_{tabel(0,01)} = 0,9842 < 1,60 < 1,93$ therefore it can be concluded that $F_{count} < F_{tabel}$ it means linear hypothesis is accepted, it that case data from pedagogic competency (Y) and assignment (X) have linear sphere relationship. The result of the research shows that pedagogic competency can be affected by teaching-learning assignment method during teaching-learning process of civic material in elementary school.

Keywords: assignment teaching-learning method; teaching-learning civic; pedagogic competency.

I. INTRODUCTION

Teacher is one of the important elements in education that set the direction of the nation in the future. Teachers as the pillar in improving human resource quality through education bring significant effect on the improvement for a better education.

There are still many problems that need to be solved by Indonesian government, such as budget for building and school renovation. Beside that based on the data from UNESCO in Global Education Monitoring (GEM) Report 2016 shows that education quality in Indonesia ranked at number 10 from 14 developed countries, while the teacher is ranked at number 14 out of 14 developed countries in the world. On the other hand, data from Teacher Competency Test on 2015 shows that the national average score is only 44,5 below standard score of 75. Pedagogic competency which serves as the main competency for teacher is still considered below expectation. There are many teachers who are less innovative in teaching, which in turn make teaching learning process become boring. In solving the problem one of the ways is to improve teachers' competency.

Monaliza [1] explained teacher competency as a set of knowledge, skill, ability, and attitude that have to be mastered by teachers in order to educate, teach, guide, evaluate, assess students and improve students' mental maturity development. The basic competencies a teacher must have are pedagogic, personality, social, and professional competency. Teachers must have those competencies as a skill in doing their job because these

competencies are of basic importance to manage teaching learning process either in the classroom or outside the classroom.

Concerning about teachers' competency quality, it cannot be separated from how the teacher is educated. College education has to be able to answer and prove the graduates are capable in giving significant impact to the development of education especially of generating competency teacher. Educational and educator institution must produce future teachers who have responsibility both moral and social to improve life quality for the next generation. As well as Preparing graduates (outcomes), and qualified human resource. *LPTK* supposed to produce future teacher who have sufficient competency criteria as professional teachers. Teachers' competency is a mastery of knowledge, skill, value, and attitude reflected in thinking and acting habit in conducting his/her profession as a teacher. Mulyasa [2] competency is perceived as knowledge, skill, and ability possess by someone that has become his/her integrated part, so that he/she can perform cognitive, affective, and psychomotor at its best. A teacher must have pedagogic, personality, social and professional competency.

Students of Faculty of Teachers Training and Educational Sciences (FKIP) especially students of Elementary Teacher Education (PGSD) of *FKIP Unpak* as the future teacher of elementary or professional homeroom teacher is important to understand and master teacher's competencies both in theory and practical.

There are many ways to prepare students as a potential teacher to understand and master teacher's

competencies, some ways are by giving solidified teacher training and teaching subject through assignment, constructing paper, discussion, school observation, and even teaching practice in elementary school. Through direct teaching assignment in elementary school students are expected to get extra knowledge, experience, and skill from real life situation at school. Assignment can be considered similar to recitation method. Johar and Hanum [3] expressed that recitation method is a method in which teacher gives certain task to engage students into teaching learning. Direct assignment in elementary school is to encourage students to understand and master classroom management.

A pedagogic competency is a competency which related to teaching learning inside and outside the classroom. Hamdani [4] states that pedagogic competency is the ability of a teacher or lecturer (including a set of knowledge, skill, and attitude) in managing students (through philosophy, sociology, psychology, and other learning methodology. Problem faced by students of PGSD the fourth semester at the beginning of the lesson such as, students are not familiar with the nature of elementary school, is not familiar and master teacher competency, are confused of how to apply competency, especially pedagogic competency in the classroom.

Teaching learning civic in elementary school lecture is a compulsory subject for students of PGSD as future teachers in elementary school who have a job to be responsible for five main lessons including civic. This lecture highlighted on how to teach civic to elementary students. Teaching learning civic for elementary school subject has its share in teaching about knowledge, understanding, mastery and skill on teacher competency, especially pedagogic competency.

Based on the explanation on the introduction above, the writer intended to conduct a research entitled the effect of teaching learning assignment in teaching civic to elementary students toward students' pedagogic competency.

II. RESEARCH METHODS

This research is conducted to students of PGSD FKIP Unpak fourth semester of academic year 2018-2019 which begin at March until June 2019. Survey method with causal study approach is used in this research. There are two variable in this research namely assignment teaching method (X) as independent variable and students' pedagogic competency as dependent variable (Y). Survey method with causal approach is used in this research. Data analysis technique is done using correlation statistic test, simple linear regression. Hypothesis testing done with significance standard of 0,05

III. RESULTS AND DISCUSSION

The effect of assignment method on civic subject in elementary school on pedagogic competency can be seen through the data analysis of hypothesis statistic test.

Based on the calculation of correlation coefficient (r_{xy}) between assignment (X) and pedagogic competency (Y) the score for $r = 0,656$. Causal coefficient 0,656 consulted with interpretation table for correlation coefficient of Pearson product moment (r): the table is shown as follow.

Tabel 1. Interpretation for r

Coefficient Interval	Degree of Correlation
0,000 – 0,199	Sangat Rendah
0,200 – 0,399	Rendah
0,400 – 0,599	Sedang
0,600 – 0,799	Kuat
0,800 – 1,000	Sangat Kuat

Source: Riduwan [5]

Based on the table above it is known that causal coefficient value $r = 0,656$ is at coefficient interval of 0,600 - 0,799 which means the degree of correlation between the two variables are strong. The value for determination coefficient (r^2) between assignment (X) and pedagogic competency (Y) is $r^2 = 0,006561$ with determination coefficient 0.6561%. It can be said that assignment gives contribution as much as 0.6561% on pedagogic competency.

The value of teaching assignment contributed to pedagogic competency shown by the of determination score r^2 around 0,006561. It means that an increase or decrease in students' pedagogic competency as future teacher is affected by teaching assignment as much as 0,656% while the rest of it is determined by other variables. This finding shows that pedagogic competency of students as future teacher can be improved through teaching assignment in teaching learning civic for elementary school lecture.

As a potentially competent future teacher, someone must have four competencies; one of them is pedagogic competency. Pedagogic competency is the ability to manage students. As stated by Rifma [6], "pedagogic competency is teacher ability to manage teaching learning process for students".

The mastery of pedagogic competency by the teacher has important role. Mulyasa in Andini and Supardi [7] explain that pedagogic competency is very important in determining the success of teaching learning process which included the ability to manage teaching learning process covering students, planning, implementation, designing, learning outcome, evaluation, and enrichment. Musfah, [8] stated that pedagogic competency is the basic ability in conducting teaching learning process, because during the process teachers must have the ability to manage teaching learning process, the ability to design as well as to implement it and evaluate. Furthermore about students, as it is said by Roqib & Nurfuadi [9] that the mastery of pedagogic competency for teacher is beneficial in developing students' potential and gift. The mastery of pedagogic competency can help teacher to understand students characteristic.

Teaching learning civic in elementary school focus on assessment on personality therefore it will be suitable to use assessment for attitude. This assessment covers cognitive,

affective and psychomotor. The object for attitude assessment is the attitude towards subject material, attitude towards teachers, towards teaching learning process, and towards value of a material.

Successful learning goal can be achieved through various methods chosen by teachers. One of the methods is assignment. According to Djamarah, [10], stated that assignment method is a method for presenting the material in which teacher assign certain assignment for the students to do in order to make them learn. This is followed up on the next meeting as it stated by Sagala [11] assignment method is a mean of presenting learning material in which teacher assign students to do certain learning activity, and then followed up on the next meeting. The assignment method used in this research, is a form of assignment given by the lecturer during teaching learning civic for elementary school where the students are assigned to teach civic in elementary school. The aim of this is to expose students as a future teacher to have knowledge, experience about teachers' competency especially pedagogic competency. Every students are given an opportunity to implement teaching learning in the class room by observing aspects for pedagogic competency mastery such as; 1) understand students' characteristic from physical, moral, social, cultural, emotional, and intellectual aspect, 2) masters learning theory and learning principal, 3) curriculum development in relation with the subject they teach, 4) implement educating teaching learning activity, 5) using information technology and communication for the benefit of teaching learning process, 6) facilitate students' potential development in actualizing various potentials they have, 7) communicate effectively, empathic, and appropriate with the students, 8) conducting assessment and evaluation for teaching learning process, 9) use the result of assessment and evaluation for betterment, and 10) make reflection for the improvement of learning quality.

Through assignment in teaching learning civic in elementary school, students as the next generation teacher are expected to be a professional teacher who possesses the necessary competencies; one of them is pedagogic competency.

IV. CONCLUSION

Based on the discussion above it can be concluded that through teaching assignment of civic teaching learning in elementary affected pedagogic competency. It is shown through correlation coefficient (r_{xy}) between assignment (X) and pedagogic competency (Y) the score of $r = 0,656$. Causal coefficient is consulted through interpretation table of coefficient correlation Pearson product moment (r) is considered strong. The result of the research shows that pedagogic competency is affected by the method of assignment given in teaching civic in elementary school.

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