



The Linearity of Teachers and Pedagogic Competency in the Developing the Innovation of History Learning in Vocational Schools during the Pandemic

Marli Eka Lestari

marlieka20@upi.edu

Study Program of History Education

School of Postgraduate Studies, Universitas Pendidikan Indonesia

Abstract: Pedagogic competency and linearity of history teachers will influence the innovation improvement of history learning in vocational schools. Linear teachers sometimes have got some problems in improving the learning innovation. How about the nonlinear? Linearity relates to the educational background and taught course. A teacher who has linearity between her/his educational background and her/his course is an ideal professional teacher. A linear teacher is correlated with the competencies she/he owns, a pedagogic one. Pedagogic competency itself is an ability of a teacher to comprehend students and organize classes. It includes students, planning, implementation, result, evaluation, and the development of unskilled students. This competency relates to the innovation a teacher can do in learning development.

Keywords: History learning, learning innovation, linearity, pedagogic competency

Introduction

Education is one of the aspects in increasing human life quality. Education in Indonesia comes from Pancasila as the Indonesian philosophy. From education, it is supposed to create Pancasila people. Based on UU No. 20 in 2003, education is aimed to develop the student's potentials to be a righteous human who has faith in the Almighty God, to be kind, healthy, intelligent, skillful, creative, independent, democratic, and responsible.



There are four education purposes; they are a. getting knowledge and skills (competencies) or ability to work, b. having humanistic orientation, c. answering social, economic, and justice challenges, d. they are continuing the progress of knowledge itself. In reaching the purposes, the government has made some improvements in education. One of them is the educational curriculum. "The curriculum policy has been improved continuously to face the changes in society and nation" (Hasan, 2012). Curriculum changes have been executed several times, and today we use the 2013 curriculum. This curriculum correlates with the point above about getting knowledge and skills (competencies) or ability to work, which is included in one of the aspects of vocational school existence.

The changes in the curriculum have influenced the implementation at school, including in vocational schools. From the curriculum structure to teaching tools, the learning activities have changed. The learning has been crucial in implementing the applied curriculum. Besides the curriculum, some other aspects affect the learning at schools, such as teachers, students, facilities, and the educational environment. There are still many nonlinear history teachers, especially in vocational schools. In the reality, this non-linear educational background among history teacher is not uncommon. In curriculum 2013, history has become a new course that makes the situation hard to find linear teachers. This has caused a new problem until now.

As we know, teachers are supposed to have academic qualifications and competencies as in Constitution No. 14 in 2005 about teachers and lecturers. Chapter IV Article 8 states that "Teachers are obliged to have the academic qualification, competencies, teaching certificate, be healthy physically and mentally, and have capabilities to gain nationally educational purposes". Besides, article 10 states what competencies a teacher should have, such as pedagogic, personal, social, and professional.

Teacher competencies are a must. It can be gained through professional school though not all teachers can directly get this certificate; there are some procedures to have it. Professional teachers will determine the education quality in Indonesia for nationally educational purposes. According to Sholeh (in Kistoro et al., 2019) 'Quality teachers will produce quality education'.



The increasing quality of Indonesian education has not been as expected yet. "One of the causes is the low quality of education. There are many teachers who have no linearity between their education background and the taught course in the learning process" (Fatwa & Arifin, 2017). It happens in almost all cities in Indonesia, including Sumedang.

One of the government efforts in improving education quality is making regulations related to teacher certification programs. Through this program, teachers can develop their quality based on their educational backgrounds. The teachers who can follow this program are expected to have linearity between their educational background and the course.

Teachers who have linearity between their education background and the taught course are ideal professional teachers. Djamarah, in Kistoro's article, et al. (2019), states that 'teacher educational background or the linearity of teachers' education will affect their competencies in the learning process and interaction'. Teaching and learning activities are related to the teacher's capabilities in organizing the learning process. It is also called pedagogic competency. Problems will come up when a teacher does not teach her/his qualification. According to Fatwa and Arifin (2017), "... a nonlinear teacher with her/his educational background has her/his difficulties in teaching."

For those reasons, the researcher is interested in examining the effect of this mismatch between educational background and pedagogic and professional competencies, especially history teachers in vocational schools.

Methods

The method used in this research is a descriptive one with a literature study. This method is done by describing the biological research objects. However, another explanation shows that this method is broader and more detailed. Therefore, it shows the fundamental matter directly; also the matter can be analyzed broadly and more detailed.

Findings

A teacher is a frontline in improving the quality of education in Indonesia. The optimization of teacher quality depends on how well the operating performance of the teacher in teaching. According to Jahidi (2014), "The



working performance of teachers is not a simple matter, it is a sophisticated problem involving many correlating (*interrelation*), influencing (*interaction*), and depending (*interdependence*) elements.” Teachers' performance cannot be separated from the qualifications they have.

Kunandar stated in the article written by Masruri (2019) ‘An academic qualification is a minimum educational level that should be fulfilled by a teacher proven by having a relevant certificate with the applied regulation’. This academic qualification is different for every education level, for the teachers of SMA/SMK, it is as stated by Masruri (2019) Teachers of SMK/MAK or high schools should have:

- a. Certificate of minimum a 4-year Diploma (D-IV) or Bachelor (S1)
- b. The educational background that is relevant with taught course
- c. Teaching certificate for SMK/MAK teachers as in Article 29 Clause 4.

The academic qualifications stated above refer to the teacher's educational background. Rusman said (in Qomario et al., 2018) that educational background is the educational level that a teacher has taken. This background can be seen from two sides: the linearity between the taken department and the duty and the teacher's educational level. A teacher must have a relevant educational background, but many teachers have irrelevant backgrounds, including history teachers in vocational schools, especially in Sumedang Regency. There are only a few linear teachers.

The relevance between educational background and the taught course is an ideal condition. It is stated in Undang-Undang Republik Indonesia Number 14 in 2005 about Teachers and Lecturers Chapter I General Regulation, Article 1 Clause 9: Academic qualification is a certificate of an academic educational level that a teacher or lecturer must have, related with the type, level, and institution of the formal education where she/he works. (*Kualifikasi akademik adalah ijazah jenjang pendidikan akademik yang harus dimiliki oleh guru atau dosen sesuai dengan jenis, jenjang, dan satuan pendidikan formal di tempat penugasan*). Moreover, Chapter III Professional Principles Article 7 Clause (1) explains that academic qualification and educational background are relevant to the duty (point c). (*Kualifikasi akademik dan latar belakang pendidikan sesuai dengan bidang tugas (butir c)*). The study which is relevant to the educational background will support the improvement of learning quality.



Linearity. Linearity is mainly comprehended to relate to educational background. Teacher linearity is furtherly associated with teacher certification. The regulation of this teacher linearity was in Permendikbud Number 46 in 2016, but it has not fulfilled educators' expectations and the need of educators. So, the regulation has been changed by the release of Permendikbud Number 16 in 2019 about the Linearity Management of Certified Teachers. "The changes, written in this Permendikbud Article 2, replaced the previous Permendikbud attachment from one attachment to 5, Attachment I to Attachment V" (Admin, 2019).

Attachment is Attachment their courses will help improve the creativity and innovation of the learning. If an unskilled one replaces a teacher, the learning will lose its advantages. Learning activities will be stagnant instead of being developed. According to Kistoro et al. (2019), "When a teacher does not matter what she/he will teach well, will students get knowledge from her/him? A linear teacher sometimes gets some difficulties in teaching. What will happen to the nonlinear ones? If a teacher is incapable of conveying the material, new problems will come up related to the learning result and the student's comprehension.

Pedagogic Competency. Everything about learning is a must for a teacher. A competent teacher is one with competency standard as in Permendiknas Number 16 in 2007 The Standard of Academic Qualification and Teacher Competencies (Standard Kualifikasi Akademik dan Kompetensi Guru)" (Evirianti, et al., 2014). The regulation states about teachers' competencies; they are pedagogic, personality, social, and professional. "Teacher's competencies should be holistic. The Institution of Education National Standard (Badan Standar Nasional Pendidikan) develops the competency standards which are set by the Minister regulation" (Evirianti et al., 2014).

In Undang-Undang Republik Indonesia Number 14 in 2005 about Teachers and Lecturers, it is conveyed that pedagogic competency is an ability to manage the students' learning. Peraturan Presiden (PP) RI Number 19 in 2005 article 28 clause 3 states that "pedagogic competency is a skill to organize students' learning, including comprehension, planning, and learning activities, evaluation, and student's development to facilitate their potentials". From those two definitions, we can see a similarity that pedagogic competency is related to organizing the learning at school. Febriana (2019) also states that this



competency can be seen from a teacher planning the learning, teaching, interacting, organizing learning activities, and evaluating. In reality, history teachers in Sumedang Regency are mostly nonlinear, so many have difficulties preparing proper and good learning tools.

“Pedagogic competency is an ability to comprehend students and to organize educating and two ways- learning” (Suprihatiningrum, 2014). Mulyasa (in Andini & Supardi, 2018) conveys ‘Pedagogic competency is essential to determine the success of the learning process, which directly touches the ability to manage the learning activities, including students, planning, implementation, design, learning result, evaluation, and the development of unskilled students.’ Organization and management in the learning process are still main factors of pedagogic competency. This competency differs between teachers as a profession and other professions.

History Learning Innovation during the Pandemic. Developing the learning process needs creativity and innovation from teachers themselves, besides mastering the materials that will be taught. Teachers should do their innovation as a part of competencies that they should have. Innovation is also needed by teachers during this pandemic situation nowadays, how learning history can be more innovative and liked by students.

A teacher must understand the goals, characteristics, target of learning history. She/he must also comprehend the education vision and mission, so history can give students enlightenment and think fundamental in behaving related to the era. There are three principles in learning history: 1) adaptive, 2) oriented to value approach, and 3) creative learning strategy.

One of the principles that will be further discussed is the third one, using a creative learning strategy. A creative teacher needs to have several characteristics such as independent, flexible, original, and elaborative. As Prof. Nana Supriatna in his book *Pedagogi Kreatif* (2020), there is an explanation about those characteristics. An independent teacher should be autonomous in teaching, which means she/he develops the learning based on her/his potentials and creativity. The activities in the classroom are adjusted between learning material and media, handout, method, and model used so the activities will produce creative teaching.



During this pandemic situation, teachers are challenged to create exciting learning and adjust to the actual condition. Mastering the materials by the teachers with linearity will create a creative, meaningful learning form because of the broad knowledge she/he has. There are a lot of media and methods which can improve the teacher's creativity, including history. We can use innovative, attractive media or various lecturing through interactive video.

Besides, linear teachers who master the knowledge will determine more or less essential materials to be conveyed. Timing is crucial since we have less time to teach during the pandemic. History teachers in vocational schools will have some difficulties when asked to convey the materials in Curriculum 2013, only for X grade. The materials are range from the basic concept of history to the Reformation era, which should be taught in one year. If the teacher is nonlinear with her/his educational background, it will not be easy for her/his to choose, divide, or even develop the materials.

Conclusion

Teachers who have an irrelevant educational background with the course will get several obstacles in learning development. Nowadays, a teacher is supposed to be professional with relevant competencies. If it is associated with teachers' competencies, there will be less competent. Professional teachers should have applied qualifications and competencies, including the linearity between their educational background and the taught course. Teachers' innovation and creativity can be affected by their linearity and competencies.

References

Books

- Febriana, Rina. (2019). *Kompetensi Guru*. Jakarta: Bumi Aksara.
- Supriatna, Nana & Maulidah, Neni. (2020). *Pedagogi Kreatif, Menumbuhkan Kreativitas dalam Pembelajaran Sejarah dan IPS*. Bandung: Rosda.
- Suprihatiningrum, Jamil. (2014). *Guru Profesional: Pedoman Kinerja, Kualifikasi, & Kompetensi Guru*. Jogjakarta: Ar-Ruzz Media.

Journals

- Admin Akoenk97. (2019). *Penjelasan Permendikbud Nomor 16 Tahun 2019 dan Linieritas S1 dengan Bidang Studi PPG*. [Online]. Diakses dari



- <https://www.akoenksembilantujuh.com/2019/06/penjelasan-permendikbud-nomor-16-tahun.html>.
- Andini, D. M., Supardi, E. (2018). Kompetensi Pedagogik Guru Terhadap Efektivitas Pembelajaran Dengan Variabel Kontrol Latar Belakang Pendidikan Guru. *JP Manper: Jurnal Pendidikan Manajemen Perkantoran*, 3(1), 1-7. Doi: <https://doi.org/10.17509/jpm.v3i1.9450>.
- Evirianti, D., Suntoro, I., Nuralisa, Y. (2014). Studi Komparatif Kompetensi Pedagogik Guru PKn Berdasarkan Latar Belakang Pendidikan. *Jurnal Kultur Demokrasi*, 2(4). <http://jurnal.fkip.unila.ac.id/index.php/JKD/article/view/4495>.
- Fatwa, Fajar. (2017). Linearitas Pendidikan Guru Bidang Studi dan Proses Pembelajaran di Sma Negeri 1 Kajuara. *Jurnal sosialisasi Pendidikan Sosiologi*, 4(3), 42-45. Doi: <https://doi.org/10.26858/sosialisasi.v0i0.12065>.
- Hasan, Said Hamid. (2012). Pendidikan Sejarah Untuk Memperkuat Pendidikan Karakter. *Paramita: Historical Studies Journal*, 22(1), 81-95. DOI: <https://doi.org/10.15294/paramita.v22i1.1875>.
- Jahidi, J. (2017). Kualifikasi dan Kompetensi Guru. *Administrasi Pendidikan: Jurnal Ilmiah Mahasiswa*, 2(1), 23-40. <https://jurnal.unigal.ac.id/index.php/adpen/article/viewFile/189/181>
- Kistoro, H. C. A., Zulvia, M., Asyha, A. F.. (2019). Studi Kompetensi Guru dan Linieritas Pendidikan Dalam Peningkatan Prestasi Belajar Siswa di SD Negeri 1 Gunung Tiga dan SD Negeri 1 Ngarip Lampung. *Al-Tadzkiyyah: Jurnal Pendidikan Islam*, 10(2), 245-255. Doi: <https://doi.org/10.24042/atjpi.v10i2.5140>.
- Masruri, Ahmad. (2019). Linieritas Ijazah (Sebuah Analisis Kebijakan Pendidikan). *Andragogi: Jurnal Pendidikan Islam*, 1(2), 243-253. Doi: <https://doi.org/10.36671/andragogi.v1i2.56>.
- Permendikbud Nomor 16 Tahun 2019 tentang *Penataan Linieritas Guru Bersertifikat Pendidik*.
- Qomario, dkk.. (2018). Studi Analisis Latar Belakang Pendidikan, Sertifikasi Guru dan Usia Guru Paud di Kota Bandar Lampung Berdasarkan Hasil Nilai Uji Kompetensi Guru (UKG). *Jurnal Caksana, Pendidikan Anak Usia Dini*, 1(2), 81-101. DOI: <https://doi.org/10.31326/jcpaud.v1i02.180>.
- UU No. 20 Tahun 2003 tentang *Sistem Pendidikan Nasional*.
- Undang-Undang Republik Indonesia Nomor 14 Tahun 2005 tentang *Undang-undang Guru dan Dosen*.