

Pedagogic Competency of Civic Education Teachers: An Overview in Instructional Design

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Abstract: Law number 14 of 2005 about teachers and lecturers requires teachers to have competencies that include pedagogic competence, personality competence, social competence and professional competence. One of the competencies that must be fulfilled by teachers is pedagogic competence that is the ability to manage learners. One of its forms is instructional design. Based on the regulations that the instructional design should be made in accordance with Government Regulation number 32 concerning Amendment to Government Regulation number 19 year 2005 regarding national standard of education. But in the application, it has not been implemented as the existing rules. The purpose of this study is to determine the characteristics of teachers in prepare instructional design. The method used is descriptive qualitative. This study uses questionnaires, interviews, study documents and focus group discussion. The location of the study was conducted in Surakarta. The results show that not all teachers have made instructional design as mandated by the regulations. This is partly due to the ability of civic education teachers to make instructional design and lack of self-motivation to always prepare everything before learning.

1 INTRODUCTION

Ideally, before a teacher start learning in class they need to make an instructional design. Because learning is a process which arranged in such a way that according to certain steps so the learning implementation reaches the expected result. This arrangement is implemented in the form of instructional design. Every planning is always concerned with a projection or estimate of what to do. The similar things in the instructional design it should be a process of estimating about what action will be done at the time of implementing the learning so the learning achieve the expected goals effectively. If the implementation of learning is to coordinate the elements (components) of learning so the contents of instructional design basically to arrange and set the elements. The elements are objectives, materials or contents, methods, media, and evaluation/assessment. The success of a learning process is largely determined by the teacher's instructional design therefore the components in the instructional design must be systematically developed. Construction of instructional design must be oriented to the applicable curriculum.

Many teachers make instructional design just to fulfill administrative requirements. However, such teachers are actually not the expected teachers. Preparing instructional design before learning about what will be taught to the students actually teachers have the good faith that is expecting the teaching and learning process runs directed, clear purpose, in order to obtain maximum results.

This research intends to describe the characteristics of teachers of civic education in making instructional design. Civic education teachers are interested to be explored because civic education has its own characteristics. Civic education has three domains: knowledge, attitude and skills so the instructional design of civic education needs to be adjusted to that domain.

2 THE PROBLEM

How are the characteristics of civic education teachers in preparing instructional design?

3 METHOD

This study used descriptive qualitative method. Instruments used to collect data are questionnaires, interviews and literature studies. The location of this research is Surakarta, Central Java Province. Triangulation used is triangulation method. The sample of this research is 15 teachers of civic education in vocational high school.

4 TEACHER COMPETENCY

In 2005 the Indonesian government passed the law number 14 of 2005 about teachers and lecturers. Based on the provision, the teachers have the position of professionals at the level of basic education, secondary education and early childhood education in Indonesian formal education. The law requires teachers must meet the following qualifications: academics which gained through higher education or undergraduate diploma program, competence, educator certification given to teachers who have fulfilled the requirements, physical and mental health that are physical and mental health conditions that enable teachers can perform the task well and have the ability to realize the goals of national education. Meanwhile, competence is a set of knowledge, skills and behaviour that must be owned, experienced, and mastered by teachers or lecturers in performing professional duties. So the competence of teachers can be interpreted as whole of knowledge, skills and attitudes tangible acts of intelligence and full of responsibility in carrying out the task as an agent of learning.

The Law number 14 of 2005 about teachers and lecturers mandates that a teacher's competence includes pedagogical competence, personality competence, social competence and professional competence gained through professional education. Furthermore, the regulation explains that pedagogic competence is the ability to manage the learning of learners, personality competence is the ability of a stable personality, noble character, wise and authoritative as well as a role model of learners; professional competence is the ability of mastery of subject matter widely and deeply. The following is a manifestation of pedagogic competence: understanding of insight or educational foundation, understanding of participants, curriculum development/syllabus, instructional design, educational and dialogical learning implementation, use of learning technology, evaluation of learning outcomes, learner development to actualize various potentials.

Article 20 of the law No. 14 of 2005 about teachers and lecturers describes that in carrying out their professional duties teachers have the following obligations: prepare instructional learning, performing quality learning process and assessing then evaluating learning outcomes. While Article 35 of the law No. 14 of 2005 about teachers and lecturers states that the teacher's workload includes basic activities including prepare instructional design, learning, assessing learning outcomes, guiding and training students and performing additional tasks. Thus, it appears that instructional design is one of the mandatory workload.

5 INSTRUCTIONAL DESIGN

Planning is a satisfying way to make activities work well accompanied by various anticipatory steps to minimize the gap that occurs so that the activities achieve the stated goals (Uno, 2016). Instructional design is needed so that learning improvements can be achieved. Improvement of learning needs to be done because: to improve the quality of learning needs to start with prepare learning that is realized by the existence of instructional designs; to design a learning needs to use a system approach; instructional design refers to how one learns, to design learning by instructional design mean referred to individually as students; learning will lead to the achievement of learning goals and the ultimate goal of learning design is the easy way for students to learn.

The teacher has the responsibility to develop a complete and systematic instructional design so the learning takes place in an interactive, inspirational, fun, challenging and motivating students to actively participate and provide sufficient space for initiative, creativity and independence in accordance with talents, interests and physical and psychological development of learners.

The principles that need to be considered in the preparation of instructional design are the following: pay attention to individual differences in students, encourage active participation of students, develop a culture of reading-writing, provide feedback and follow-up, linkages and integration and apply information and communication technology.

Based on educational and culture ministerial regulations number 22 of 2016 about the standard of elementary and secondary education processes state components of instructional design are: school identity, subject identity or theme/subtheme, class/semester, subject matter, time allocation, learning objectives, basic competencies and indicators of achievement of competencies, learning

materials, learning methods, learning media, learning resources, learning steps, learning assessment.

6 RESULTS

The study involved 15 civic education teachers in Surakarta vocational high school. The fifteen people divided seven men and eight women. They are on average 51 years old and have a level of undergraduate education about 13 people and 2 teachers are master. The majority of them have been certified about 87%. Based on research data obtained the following facts:

Table 1: Prepare instructional design

prepare instructional design	quantity
Yes	13
No	2
Total	15

The facts show that the majority of civic education teachers about 13 or 93% made instructional design before learning begin.

Table 2: The origin of instructional design

The origin of instructional design	quantity
MGMP	5
Colleague	2
Others	8
Total	15

Some civic education teachers are 13% using instructional design obtained from a colleague. Meanwhile, 34% of teacher used an instructional design that they obtained from MGMP.

Table 3: Check the instructional design which obtained

Check the instructional design which obtained	quantity
Yes	14
No	1
Total	15

The teacher who does not make their own instructional design using instructional design which obtained from the MGMP or colleague. The majority of civic education teacher check the instructional design which obtained from others. With a little adjustment they apply it to the class that they teach.

Table 4: Frequency of preparing instructional design

frequency of preparing instructional design	quantity
once a half year	4
once a year	11
Total	15

The majority of civic education teacher usually preparing instructional design once a year that is equal to 73%, while the remaining 27% prepare the instructional design every semester.

Table 5: instructional design usage

instructional design usage	quantity
one for each class	1
one for all classes	7
one for all majors	6
Other	1
Total	15

The majority of teacher usually makes one instructional design and apply it to all classes that they teach no matter the class and the major are different. Only one teacher makes instructional design for each class.

7 DISCUSSION

An activity will achieve success when determined by planning. If the planning is well prepared then the activity is easier to be implemented, directed and controlled. Similarly, in terms of learning so that the implementation process can run well then required a good instructional design as well.

Instructional design has a role as a guide for teachers to carry out learning activities to be more focused and run effectively and efficiently or can be said as a learning process scenario.

Instructional design needs to be held because it has the following meanings: the substitute of success which obtained fortunately, as a tool for finding and solving problems, and utilizing resources effectively.

Based on the consideration of the importance of instructional design it is a basic requirement in conducting the learning. However, based on the data obtained from the teachers who became samples in this study indicate that the instructional design is only as an obligation of administrative documents only. The majority of teachers have instructional design documents before the implementation of the learning begin, but the instructional design is not always self-made but obtained from both MGMP and colleague.

The instructional design documents which obtained from other was checked by the majority of teachers and they made little adjustments then the instructional design documents are used. The check and adjustments are limited to the identity of the school and the use of media, which adjusted to the availability of each school learning media. So checking has not reached the essentials such as determining indicators of the achievement of competence, learning objectives, selection of learning methods and assessment of learning outcomes with precisely so that the learning process can be measured clearly.

The use of one instructional design in all classes that they taught in the same or different major indicates that the teachers instructional design do not heed the principle of the preparation of the instructional design that is taking into account individual differences of learners. Different classes and majors distinguish the characteristics of each class. The different characteristics of class will influence in the choice of methods and learning media.

8 CONCLUSION

The civic education teachers usually made instructional design as an administrative document that must be held before the learning process is done. This can be seen from the majority of teachers having instructional design documents but the documents are not always made by themselves or come from MGMP or colleague. Furthermore, when they receive an instructional design from other people they just made changes to the identity of each school and the media used in accordance with their availability at their school. The instructional design being used for all classes that they teach no matter the major they teach same or not.

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