

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

1. Pedagogic Competence

Pedagogic competence is the ability of teachers in the management of learning which at least include: (a) understanding of knowledge or educational base, (b) understanding of learners, (c) curriculum or syllabus development, (d) learning design, (e) implementation of learning educational and dialogical, (f) use of learning technology, (g) evaluation of learning outcomes, (h) the development of learners to actualize the various potentials they have

a. Understanding of Knowledge or Educational Base

Based my interview the lecturer a, b, c, and d are still well understood in terms of sociological, philosophical, and historical views and the lecturers are also poorly understood the function of the actual school, they only understand that the function of the school is to teach only.

a. Understanding of Teacher to Learners

Research data about understanding of teacher to learners, the data collected by researchers is qualitative data presented in table form. Observations result about

the data understanding of teacher to learners are presented in the table based on indicators.

The following presented the results of research from each indicators as follows :

Table IV.1 Understanding of Teacher to Learners

No	Aspect	L A	L B	L C	L D
1.	Lecturer apply IT-based learning system to improve student intelligence	0	0	0	0
2.	Lecturer make wall magazine to improve student creativity	0	0	0	0
3.	The objective lecturer in the assessment	4	4	3	4
4.	Lecturer do learning outside the classroom	0	0	0	0
5.	Lecturer use variations in learning method	0	0	0	0
6.	Lecturer do lesson with roll playing	0	0	0	0

Information : 0 = Not doing, 1 = very poor, 2 = poor, 3 = fair, 4 = good, 5 = very good

Based on the above table can be explained that in understanding teacher to learner, Lecturer a, b, c and d do not apply IT-based learning system to improve student intelligence, lecturer a, b, c and d don't make wall magazine to improve student creativity, lecturers a , b and d objective in giving assessment but lecturer c fair objective in giving assessment to students, lecturer a, b, c, and d never do

learning outside the classroom, lecturers a, b, c, and d do not use variations of teaching methods, lecturers a, b, c, and d never do lesson with roll playing.

b. Curriculum or Syllabus Development

Research data about curriculum or syllabus development, the data collected by researchers is qualitative data presented in table form. Observations result about the data curriculum or syllabus development are presented in the table based on indicators.

The following presented the results of research from each indicators as follows :

Table IV.2 Curriculum or Syllabus Development

No	Aspect	L A	L B	L C	L D
1.	Lecturer use indicator to see student level of understanding	4	4	4	4
2.	The subject matter was prepared by lecturer with discussion	0	0	0	0
3.	Effectiveness of time use	3	3	3	3
4.	Enrich learning resources for students	4	4	4	4
5.	Learning resources adapted to student learning experience	0	0	0	0
6.	The source of learning comes from magazines / newspaper	0	0	0	0
7.	Learning resource to facilitate the teaching and learning process	4	4	4	4

8.	The lecturers make an assessment to measure the level of students intelligence	4	4	3	4
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Information : 0 = Not doing, 1 = very poor, 2 = poor, 3 = fair, 4 = good, 5 = very good

Based on the above table can be explained that in curriculum or syllabus development, lecturer a, b, c and d use indicator to see student level of understanding, lecturers a, b, c, and d do not conveyed material with discussion , lecturers a, b, c and d are good enough effectiveness of time use in the class, lecturers a, b, c and d use Enrich learning resources for students well, lecturers a, b, c, and d do not learning resources adapted to student their experience, lecturers a, b, c, and d do not use source of learning comes from magazines / newspaper, lecturers a, b, c, and d use learning resource to facilitate the teaching and learning process.

c. Lesson Plan

Research data about lesson plan, the data collected by researchers is qualitative data presented in table form. Observations result about the data lesson plan are presented in the table based on indicators.

The following presented the results of research from each indicators as follows :

Table IV.3 Lesson Plan

No	Aspect	L A	L B	L C	L D
1.	Submission of basic material in a coherent manner	5	5	5	5
2.	Lecturer use variations in learning method	0	0	0	0
3.	The delivery of materials with sample question	5	5	4	5
4.	Easier material delivery for student to better understand	4	3	3	4
5.	Interaction between teacher and student	5	5	5	5
6.	Assignment by the teacher at the end of the lesson	4	4	4	3
7.	Media resource tailored to the material being taught	0	0	0	0
8.	Evaluation to know the ability of student in understanding the material	4	4	4	3
9.	Learning resources tailored to the material to be taught	5	5	5	5

Information : 0 = Not doing, 1 = very poor, 2 = poor, 3 = fair, 4 = good, 5 = very good

Based on the above table can be explained that in lesson plan, lecturers a, b, c, and d conveyed the material coherent, lecturers a, b, c, and d do not use variations of teaching methods, lecturer a, b, c and d explained the material with sample question, lecturer a, b, c and d interaction to students, lecturers a, b, and d lighter material delivery for students to understand, lecturer c the delivery of material is too rigid and difficult to understand students, lecturers a, b, c, and d give a

assignment at the end of lesson, lecturers a, b, c, and d do not use media to material to be taught, lecturers a, b c, and d doing evaluation to know the ability of student in understanding the material, lecturers a, b, c and d learning resources tailored to the material to be taught.

d. Implementation of Learning Educational and Dialogical

Research data about implementation of learning educational and dialogical, the data collected by researchers is qualitative data presented in table form. Observations result about the data implementation of learning educational and dialogical are presented in the table based on indicators.

The following presented the results of research from each indicators as follows :

Table IV.4 Implementation of Learning Educational and Dialogical

No	Aspect	L A	L B	L C	L D
1.	Lecturers manage arranges table and chair	0	0	0	0
2.	Lecturers manage students sitting position	0	0	0	0
3.	Adjustment of teaching materials with strategy	0	0	0	0
4.	Teacher and student interaction	5	5	5	5
5.	Lecturers are able to cultivate student curiosity	2	2	2	3
6.	Lecturers are able grow confidence to students	0	0	0	0
7.	Lecturers are able to manage time	3	3	3	3

8.	Lecturers use facilities and infrastructure	3	3	3	3
9.	Lecturers pay attention to the students capability	4	4	3	4
10.	Lecturers are not easily carried away emotions	5	5	5	5
11.	Lecturers are objective to all students	5	5	3	5

Information : 0 = Not doing, 1 = very poor, 2 = poor, 3 = fair, 4 = good, 5 = very good

Based on the above table can be explained that in implementation of learning educational and dialogical, lecturers a, b, c, and d do not manage arranges table and chair, lecturers a, b, c, and d do not manage students sitting position, lecturers a, b, c, and d do not adjustment of teaching materials with strategy, lecturer a, b, c and d interaction to students, lecturer a, b, c and d do not grow confidence to students, lecturer a, b, c and d can manage time, lecturer a, b, c and d use facilities and infrastructure, lecturers a, b, c and d do not easily carried away emotions, lecturers a, b, c, and d objective to all students.

e. Use of Learning Technology

Research data about use of learning technology , the data collected by researchers is qualitative data presented in table form. Observations result about the data use of learning technology are presented in the table based on indicators.

The following presented the results of research from each indicators as follows :

Table IV.5 Use of Learning Technology

No	Aspect	L A	L B	L C	L D
1.	Lecturers use radio / tape recorder	0	0	0	0
2.	Lecturers use TV / DVD	0	0	0	0
3.	Lecturers use newspaper / magazine	0	0	0	0
4.	Lecturers use computer	0	0	0	0
5.	Lecturers use internet	0	0	0	0

Information : 0 = Not doing, 1 = very poor, 2 = poor, 3 = fair, 4 = good, 5 = very good

Based on the above table can be explained that in use of learning technology, Lecturers a, b, c, and d do not use radio / tape recorder, lecturers a, b, c, and d do not use TV/DVD in the learning process, lecturers a, b, c, and d do not use newspaper / magazine, lecturers a, b, c, and d do not use computer and internet.

f. Evaluation of Learning Outcomes by Teachers

Research data about evaluation of learning outcomes by teachers, the data collected by researchers is qualitative data presented in table form. Observations result about the data evaluation of learning outcomes by teachers are presented in the table based on indicators.

The following presented the results of research from each indicators as follows :

Table IV.6 Evaluation of Learning Outcomes by Teachers

No	Aspect	L A	L B	L C	L D
1.	Formative test	5	5	5	5
2.	Sub summative test	5	5	5	5
3.	Summative test	5	5	5	5

Information : 0 = Not doing, 1 = very poor, 2 = poor, 3 = fair, 4 = good, 5 = very good

Based on the above table can be explained that in evaluation of learning outcomes by teachers, lecturers a, b, c, and d do formative test, lecturers a, b, c, and d do sub summative test, lecturers a, b, c, and d do summative test.

g. The Development of Learners to Actualize The Various Potentials They Have

Research data about the development of learners to actualize the various potentials they have , the data collected by researchers is qualitative data presented in table form. Observations result about the data the development of learners to actualize the various potentials they have are presented in the table based on indicators.

The following presented the results of research from each indicators as follows :

Table IV.7 The Development of Learners to Actualize The Various Potentials They Have

No	Aspect	L A	L B	L C	L D
1.	Lecturers do the enrichment with the task of taking notes	4	4	0	4
2.	Lecturers do the enrichment with discussions and do the test	3	3	3	3
3.	Lecturers do remedial with group assignments	0	0	0	0
4.	Lecturers do remedial with re-learning	3	2	0	3

Information : 0 = Not doing, 1 = very poor, 2 = poor, 3 = fair, 4 = good, 5 = very good

Based on the above table can be explained that in the development of learners to actualize the various potentials they have, lecturers a, b, and d do the enrichment with the task of taking notes but lecturer c do not do the enrichment with the task of taking notes, lecturers a, b, c and d do the enrichment with discussions and do the test, lecturers a, b, c and d do not do remedial with group assignments, lecturers a and d do remedial with re-learning, lecturers b and c do not remedial with re-learning.

2. Professional Competence

Professional competence is the ability of teachers in the management of learning that at least include: (a) Mastery of subject matter, (b) Mastery and appreciation of the foundations and insights of education and teacher, (c) mastery of student learning process.

a. Mastery of Subject Matter

Research data about mastery of subject matter, the data collected by researchers is qualitative data presented in table form. Observations result about mastery of subject matter are presented in the table based on indicators.

The following presented the results of research from each indicators as follows :

Table IV.2.1 Mastery of Subject Matter

No	Aspect	L A	L B	L C	L D
1.	Adjust the learning materials with learning objectives	4	4	3	4
2.	Adjustment the learning materials with the development of students	4	4	4	4
3.	Lecturers are able to explain the material	5	5	4	5
4.	Lecturers are able to answer students question	5	5	3	5
5.	Create creative learning methods	0	0	0	0

Information : 0 = Not doing, 1 = very poor, 2 = poor, 3 = fair, 4 = good, 5 = very good

Based on the above table can be explained that in mastery of subject matter, lecturers a, b, c ,and d adjust the learning materials with learning objectives, lecturers a, b, c ,and d adjustment the learning materials with the development of students, lecturers a, b, c ,and d are able to explain the material, lecturers a, b, c ,and d are able to answer students question, lecturers a, b, c ,and d do not use create creative learning methods

b. Understanding of Knowledge or Educational Base

Based my interview the lecturer a, b, c, and d are still well understood in terms of sociological, philosophical, and historical views and the lecturers are also poorly understood the function of the actual school, they only understand that the function of the school is to teach only.

c. Mastery of Student Learning Process

Research data about mastery of Student Learning Process , the data collected by researchers is qualitative data presented in table form. Observations result about mastery of Student Learning Process are presented in the table based on indicators.

The following presented the results of research from each indicators as follows :

Table IV.2.2 Mastery of Student Learning Process

No	Aspect	L A	L B	L C	L D
1.	Lecturer master the content of the material	5	5	5	5
2.	Use facilitate and infrastructure	5	5	5	5
3.	Use learning media	0	0	0	0
4.	Use learning technique	0	0	0	0
5.	Lecturers ask question to student	5	5	0	5
6.	Lecturers give praise to student	5	5	0	5
7.	Lecturers are able to provide assessment	5	5	5	5
8.	Use learning resources	5	5	5	5
9.	Giving student a chance to ask question	5	5	5	5

Information : 0 = Not doing, 1 = very poor, 2 = poor, 3 = fair, 4 = good, 5 = very good

Based on the above table can be explained that in mastery of student learning process, lecturers a, b, c and d master the content of the material, lecturers a, b, c and d use facilitate and infrastructure, lecturers a, b, c and d do not use learning media, lecturers a, b, c and d do not use learning technique, lecturer a, b, and d ask question to student but lecturer do not ask question to student, lecturer a, b, and d give praise to student but lecturer c do not give praise to student, lecturer a, b, c, and d are able to provide assessment, lecturer a, b, c and d use learning resources, lecturer a, b, c, and d giving student a chance to ask question.

B. Discussion

Based on the above two opinions can be concluded that pedagogic competence is the initial competence that must be possessed by a teacher because pedagogic competence gives an idea of how a teacher should do or be in the process of teaching and learning in the classroom.

Based on observation result can be seen that generally criteria of pedagogic competence that is

Understanding of knowledge or educational base of lecturers a still very less understand and master what is understanding of knowledge or educational base, lecturer b still lack comprehend and master what is understanding of knowledge or educational base, lecturer c still not comprehend and master what is understanding of knowledge or educational base, lecturers d (2007: 87) there are two categories of teachers in understanding the insights or educational foundation that is: (1) Studying the concept and problems of education with the angle of sociological, philosophical, historical review , and psychologically, (2) recognize the function of schools as social institutions that potentially can promote the community in the broad sense and the mutual influence between schools with the community and the four lecturers are still lacking in insight and educational foundation and this is not in accordance with pedagogic indicators. understanding of the students, lecturer A in the understanding of the students is still less because the lecturer does not match the criteria indicator pedagogic lecturer A not using IT in improving students' intelligence, actually a lecturer is able to explain the material well enough but the lecturer does not use the media in learning, lecturer

A is able to conduct assessment of the students, lecturer B in the understanding of the students is still less because the lecturer B not in accordance with the criteria indicator pedagogic lecturer does not use IT in improving the lecturer's student's intelligence is not firm in explaining the material and also too time-consuming enough so that the learning process is less effective.

Lecturer C in the understanding of the students is still less because the lecturer C not in accordance with the criteria pedagogic indicators do not use IT in improving students' intelligence lecturer C too rigid and lecturer C is also only fixated on the book only. Lecturers D in the understanding of the students are still less because the lecturer d not in accordance with the criteria pedagogic indicators lecturers D not use the IT in improving students' intelligence, lecturer d in explaining the material too much storytelling so that takes time in the learning process. the four lecturers are still not understand the learners according to opinion According Mulyasa (2007: 79) at least there are five indicators of teachers in understanding students, namely: (1) the level of intelligence, (2) creativity, (3) physical condition, (4) growth and the development of students, therefore the educators are emphasized able to understand the students in order to improve student ability.

Mastery and appreciation of the foundations and insights of education and teacher, understanding of insight or teaching a lecturer A still very lack of understanding and mastering what is insight and educational base, lecturer B still not understand and master what is insight and educational base, lecturer C still lack and master what is the insight and the foundation of education, lecturers D

still not understand and master what is the insight and the foundation of education, because according to opinion According Kunandar (2007: 87) there are two categories of teachers in understanding insight or educational foundation, namely: (1) and educational issues in terms of sociological, philosophical, historical, and psychological point of view, (2) to recognize the function of schools as social institutions that potentially can promote society in a broad sense and the mutual influence between school and community and the four lecturers still lack understanding educational platform and in i does not fit the pedagogic indicator.

Mastery of student learning process, lecturer a in the mastery of student learning process with good enough, lecturer A master the contents of the material, lecturer A using facilities and infrastructure such as whiteboard, lecturer A not using instructional media, a lecturer does not use learning techniques, to the students, the lecturer A gives praise to the students, the lecturer A is able to give value to the students, the a lecturer does not use other supporting books in the lesson, the lecturer A does not make effective learning media, the lecturer gives the opportunity to ask students. Lecturer b in the mastery of student learning process is good, lecturer b uses facilities and infrastructure such as whiteboard, lecturer B does not use instructional media, lecturer B able to give assessment to students, lecturer B give praise to students, lecturer B not use other supporting book in learning, lecturer B does not make effective learning media, lecturer B gives questions to students, lecturer B master the contents of the material, lecturers provide opportunities for students to ask. Lecturer C in the mastery of learning process with less good, that lecturer C not use instructional technique,

lecturer C master of content, lecturer c not give praise to student, lecturer C not use other supporting book in learning, lecturer C not make instructional media effective, lecturer C able to give value to student, lecturer C give opportunity for student to ask, lecturer c sometimes used facilities and infrastructure like blackboard.

Lecturer D in the mastery of student learning with good enough, lecturer D master the contents of the material, lecturer D using facilities and infrastructure such as whiteboard, lecturer d give praise to students, lecturers D able to provide assessment to students, lecturers D provide opportunities for students to ask, lecturer D ask the students, lecturers D do not use the techniques in learning, lecturers D do not make effective learning media, lecturers D able to do value against students, lecturer D do not use other supporting books in learning. Therefore the opinion of martinis yamin The ability to plan a teaching and learning program for the teacher profession is the same as the ability to design the building for an architect. The meaning or meaning of a planning or learning program is a projection of the teacher about the activities that the student should do during the teaching. In such activities in detail it should be clear where the student will be taken (the goal), what should he learn (the content of the lesson), how he or she learns (methods and techniques), and how we know that the student has achieved them (assessment).

From my observation that lecturers a to d lecturers that I studied in teaching are still not in accordance with pedagogic and professional competence, while the students are in need of competent lecturers to help them improve their skills, if the

lecturers are less competent then far hope the ability of students will increase , therefore I hope that lecturers who teach in PPB especially in low-grade classes have the ability to teach in accordance with pedagogic and professional competence. The higher the competence of pedagogic and professional competence the higher also the success in teaching.