



The Role of PPKN Teachers' Pedagogic Competence in The Moral Development of Junior high school Students in Medan Indonesia

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ABSTRACT

This study aims to determine how the role of pedagogic competence of Civics teachers in fostering student morale at UPT SMP Negeri 37 Medan. The research method used by the author is a simple quantitative descriptive. The population in this study was 192 students at UPT SMP Negeri 37 Medan from class VIII-A to VIII-F. So the sample in this study was 15% of the total population so that the authors obtained a sample of 29 students using a random sampling technique. Data collection techniques in this study were direct observation to the UPT SMP Negeri 37 Medan, distributing questionnaires, interviews, and documentation. The data that has been collected was analyzed through a simple calculation technique using a frequency table. The results obtained in this study is that the role of pedagogic competence of PPKn teachers has not played a maximum role in carrying out student moral development at UPT SMP Negeri 37 Medan. From the results of the calculation of this research table shows that 56.54% which means this percentage is categorized as quite good/medium. So that the role of the pedagogic competence of PPKn teachers still needs to be further improved, such as the mastery and application of learning tools and media that must involve students being active in the classroom, then the first step taken in conducting student moral development is to look at gender, ethnicity and religion, then by So the moral development of students can run as expected.

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ABSTRAK

Penelitian ini bertujuan untuk mengetahui bagaimana peranan kompetensi pedagogik guru PPKn dalam pembinaan moral siswa di UPT SMP Negeri 37 Medan. Adapun metode penelitian yang digunakan penulis ialah deskriptif kuantitatif sederhana. Jumlah populasi dalam penelitian ini sebanyak 192 orang siswa di UPT SMP Negeri 37 Medan dari kelas VIII-A sampai dengan VIII-F. Maka yang menjadi sampel dalam penelitian ini adalah 15% dari jumlah populasi sehingga penulis memperoleh sampel sebanyak 29 siswa dengan menggunakan teknik sampel acak. Teknik pengumpulan data dalam penelitian ini adalah observasi secara langsung ke UPT SMP Negeri 37 Medan, menyebarkan angket, wawancara, dan dokumentasi. Data yang telah terkumpul dianalisis melalui teknik perhitungan sederhana dengan menggunakan tabel frekuensi. Hasil yang diperoleh dalam penelitian ini ialah Peranan kompetensi pedagogik guru PPKn belum berperan secara maksimal dalam melakukan pembinaan moral siswa di UPT SMP Negeri 37 Medan. Dari hasil perhitungan tabel penelitian ini menunjukkan bahwa 56,54% yang berarti persentasinya dikategorikan cukup baik/sedang. Sehingga peranan kompetensi pedagogik guru PPKn masih perlu ditingkatkan lagi, seperti penguasaan dan penerapan perangkat dan media pembelajaran yang harus melibatkan siswa bersikap aktif dikelas, kemudian adapun langkah pertama yang dilakukan dalam melakukan pembinaan moral siswa ialah melihat dari jenis kelamin, suku dan agama, maka dengan begitu pembinaan moral siswa dapat berjalan sesuai yang diharapkan.

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INTRODUCTION

Education is very important for every country. Besides that, the progress and development of a country is influenced by its human resources. If the human resources are of high quality then it is likely that the country will progress as expected, and vice versa. Therefore, to create quality human beings, the role of the world of education is needed. One of the most important roles of education is to humanize human beings in a better direction.

According to Hamalik (2008: 6) argues that: "The role of education must be seen in the context of development as a whole, which aims to shape humans according to the ideals of the nation". Development cannot be successful if it does not involve human beings as actors and at the same time as development goals. To make development successful, it is necessary to organize a relevant education. The education system is designed and carried out by people who are experts in their fields. Without adequate expertise, education is difficult to succeed. The expertise possessed by educators is not shared by members of the public in general, but only by certain people who have undergone teacher education in a planned and systematic way. Then, one of the determining factors for the success of educational goals is the role of the teacher.

Based on the opinion above that education plays an important role in the midst of today's society. Bearing in mind that if there is no mover in the world of education, education will not work as expected. Although basically the mover in the world of education is not a mover that anyone can move. However, the movers in question should be those who have expertise in their respective fields. Therefore the mover referred to in this case is a teacher.

According to Alma (2009: 123) argues that: "Teachers are the key to the success of an educational institution". As a teacher, especially the Civic Education teacher, he is an educator who not only strives for learning strategies to broaden students' knowledge, especially in social studies, but also plays a very important role in setting a good example in fostering student morale towards maturity, both thinking maturity and behavior maturity. Civics teachers must give something good to their students. Because this is very influential on the actions taken by students at school.

Education in Indonesia is more developed and concerned with intellectual than moral. Generally, people who have moral values will develop their intellectual values well. However, people who are highly intellectual without being accompanied by good morals will have a negative effect on themselves and others around them. In this case, to achieve a quality human being, intellectual values and moral values will be upheld simultaneously.

Universally, based on current events, student morale has begun to decrease. Among them are students who fight, students who often come late, do not comply with school rules, lack of manners, and others, causing some of the teachers to complain about their behavior. One of the factors of this is the teacher's lack of understanding of his students.

In the school environment the teacher also acts as a substitute for the student's parents or often called the second parent. Therefore, a teacher must be able to carry out his duties according to the field and expertise he has. Seeing the incident above, a way is needed to overcome the reduced morale of these students. So that as a wise and responsible teacher, he will certainly try to overcome and reduce these incidents. In particular, as a Civics teacher, you must try your best to improve the morale of your students. Because basically PPKn teachers teach moral values to their students who

already exist in Civics subjects about morals and character. So in short, PPKn subjects are also used as a way of carrying out student moral development.

A teacher must be able to design how to carry out the expected moral development. The way that a teacher can do is by applying the teacher's pedagogical competence. In the Government Regulation of the Republic of Indonesia Number 19 of 2005 concerning National Education Standards what is meant by teacher pedagogic competence is understanding insight or educational foundation, understanding of students, curriculum/syllabus development, learning design, implementation of educational and dialogic learning, evaluation of learning outcomes, development of students to realize their potential.

As a PPKn teacher, the morale of students needs to be fostered is that they must be in accordance with Pancasila values. Moral development that is in accordance with Pancasila is certainly related to everyday life such as behavior that reflects faith and piety to God Almighty, is just and civilized humanity, supports democracy and prioritizes common interests and behavior that supports efforts to realize social justice for all. all Indonesian people.

Given the times that are increasingly developing and advanced and seeing the morale of students and female students starting to decrease, the authors are interested in conducting research on the role of the pedagogic competence of Civics teachers in fostering student morale and also want to know how big the role of the pedagogic competence of Civics teachers is in fostering student morals in the school.

METHOD

This type of research uses quantitative descriptive research. According to Sugiyono (2017: 13) that the quantitative method is research in which research data is in the form of numbers and analysis using statistics. Because this research is in the form of a quantitative descriptive study, the authors only describe the role of the pedagogic competence of Civics teachers in developing student morale, not looking for a relationship.

The research method used in this study is a quantitative descriptive research method. According to Sugiyono (2017: 14) quantitative research methods can be interpreted as research methods based on positivism, used to examine certain populations or samples, sampling techniques are generally carried out randomly, data collection uses research questionnaires, data analysis is quantitative with the aim to test the hypotheses that have been set. So by using quantitative descriptive research methods, it is hoped that the authors can understand the picture of how big the role of the pedagogic competence of Civics teachers is in conducting student moral development, where every year student morale has begun to decrease with today's developments.

The location of this research was carried out at UPT SMP Negeri 37 Medan, Jln. Timor No 36 Medan, East Medan District, Medan City, North Sumatra. So that will be used as the population in this study are PPKn teachers and students at UPT SMP Negeri 37 Medan classes VIII-A to VIII-F with a total of 192 students.

Meanwhile, according to Arikunto (2006: 112) that: determination in sampling is "if the subject is less than one hundred, it is better to take all of them so that the research is a population". However, if the number of subjects is large, it can be taken between 10-15% or 15-25% or more. Based on the opinion above, the sample in this study was 15% of 192

students, namely 29 students who were randomly assigned, and 2 teachers.

competence of Civics teachers in fostering student morale at UPT SMP Negeri 37 Medan is quite good/moderate with a percentage of 56.54%. So this shows that the role of the pedagogic competence of Civics teachers has not played a maximum role in fostering student morale at UPT SMP Negeri 37 Medan.

RESULTS AND DISCUSSION

Based on the tabulation of the respondents' answers as a whole, it can be concluded that the role of the pedagogic

Table 1
Tabulation of Respondents' Answers Overall

No	Table no	Always		Sometimes		Never		Amount (N)
		F	%	F	%	F	%	
1	4.4	29	100	0	0	0	0	29
2	4.5	8	27.58	20	68.96	1	3.44	29
3	4.6	16	55.17	11	37.93	2	6.89	29
4	4.7	8	27.58	21	72.41	0	0	29
5	4.8	24	82.75	5	17.24	0	0	29
6	4.9	20	68.96	7	24.13	2	6.89	29
7	4.10	29	100	0	0	0	0	29
8	4.11	2	6.89	17	58.62	10	34.48	29
9	4.12	9	31.03	17	58.62	3	10.34	29
10	4.13	13	44.82	12	41.37	4	13.79	29
11	4.14	24	82.75	5	17.24	0	0	29
12	4.15	15	51.72	12	41.37	2	6.89	29
13	4.16	6	20.68	20	68.96	3	10.34	29
14	4.17	28	96.55	1	3.44	0	0	29
15	4.18	17	58.62	6	20.68	6	20.68	29
16	4.19	8	27.58	7	24.13	14	48.27	29
17	4.20	10	34.48	14	48.27	5	17.24	29
18	4.21	22	75.86	3	10.34	4	13.79	29
19	4.22	21	72.41	3	10.34	5	17.24	29
20	4.23	19	65.51	9	31.03	1	3.44	29
Average		16,4	56,54	9,5	32.75	3,1	10.68	100%

Apart from observation, questionnaires, interviews were also used by the authors to support the results of this study. The interview conducted by the author was a direct interview with the PPKn teacher, Dra Zainab Rangkuti. The questions posed by the author are:

- How do you know and understand the characteristics of students?
 The way I can do this is that we make our students as friends, not as students, then we see from their daily behavior at school, and we also pay attention to students' learning methods, which do not understand and we assess their learning outcomes.
- In the learning process, is the material that you convey only focused on that material, or do you relate this material to everyday life?
 Obviously not because PPKn material is not only based on one scientific discipline, it has a lot to do with other subjects, for example Religion
- How do you provide students with an understanding of good morals according to the rules?
 First, through religious education lessons because in religion one has learned about a good or bad life, and religious education is character education. Second, Pancasila education also teaches the relationship between humans and humans, humans and society, humans and the government.

- In your opinion, what are the factors behind the reduced morale of students in this school?
 The background factors are from the influence of cellphones, which cause health problems, student learning concentration. The influence of association, good association will have a good impact on the student, bad association will also have a bad impact on the student. And the influence of parents who pay less attention to children.

- Do you use various learning models in the learning process?
 Yes, because it also depends on the material to be conveyed.

DISCUSSION

From the results of the description of the previous research in table 4.4 to table 4.23 obtained from distributing questionnaires to respondents, totaling 29 students from class VIII-A to VIII-F at UPT SMP Negeri 37 Medan. This study discusses in the form of questions related to the role of teacher pedagogical competence. The research results related to this research are as follows:

- In general, the role of the pedagogic competence of Civics teachers in carrying out student moral development by means of Civics teachers need to have an understanding of educational insights. At UPT SMP Negeri 37 Medan it is

- still lacking, this can be seen from the answers of respondents who answered that PPKn teachers always deliver learning material by connecting daily life around 27.58%, then the teacher also always delivers learning material in accordance with the material that has been determined around 100%. A teacher must have broad educational insights when in the learning process the material conveyed by the teacher can be connected to everyday life, in that way students will easily understand the learning material presented.
2. In general, the role of the pedagogic competence of Civics teachers in conducting student moral development is to ask about the presence of students before the learning process begins. Asking for student attendance is an obligation for all teachers and can also motivate students to be enthusiastic and diligent in coming to school. After asking the presence of their students, the PPKn teacher always explains the purpose of the lesson to be explained, that way students will easily understand the lesson, as can be seen from the respondents' answers around 82.75%. Basically, whatever work is done, it must be clear about what the goal is. If the goals to be achieved are not clear, the learning process that will be carried out may not be clear because the results are not achieved.
 3. In general, a teacher must be able to design learning as attractive as possible, so that students are more enthusiastic about learning, besides that the teacher must also relate to various learning models and learning media. At UPT SMP Negeri 37 Medan the application of various learning models and learning media has not gone very well and is classified as in the low category, this can be seen from the answers of respondents who answered that teachers always use learning models as much as 31.03%. While those who answered the teacher always used learning media as much as 6.89%.
 4. In general, the role of the pedagogic competence of Civics teachers in carrying out student moral development is to provide advice and motivation to students. As a teacher who has the task of being a motivator, namely to increase the activity of developing student learning activities, at UPT SMP Negeri 37 Medan who answered PPKn teachers always provided advice and motivation before the learning process began as much as 55.17%.
 5. In general, the role of the pedagogical competence of Civics teachers in carrying out student moral development is by conducting an assessment of the learning outcomes carried out by students. Conducting an assessment is the most important thing for the teacher, because with the assessment of learning outcomes the PPKn teacher will understand the character of his students. At UPT SMP Negeri 37 Medan from the results of the respondents' answers that the teacher always evaluates learning outcomes as much as 68.96%.
 6. In general, the role of the pedagogic competence of Civics teachers in carrying out student moral development is by fostering and trying to develop students' potential talents or interests. At UPT SMP Negeri 37 Medan the teachers always foster and try to develop the talents or interests of their students which are going quite well, this can be seen from the respondents' answers as much as 44.82%. The teacher is obliged to foster and develop the talents of his students, with the guidance of the teacher, the abilities or talents of these students will be directed.
 7. In general, the role of the pedagogic competence of PPKn teachers in carrying out student moral development through an honest attitude is quite good and good, this can be seen from the answers of respondents who answered that students were always honest in filling out exam sheets as much as 51.72%. And the answers of respondents who answered that students always ask for book money according to what has been determined are 75.86%. From this the teacher has carried out his duties as an educator, teacher and others. Educating students to be honest is not an easy thing.
 8. In general, the role of the pedagogic competence of PPKn teachers in fostering student morale through discipline is quite good, this can be seen from the answers of respondents who answered that students always came to school on time as much as 82.75%. And the answers of respondents who said students always attended the flag ceremony were 27.58%. So from this, PPKn teachers must further increase the discipline of their students so that they are serious about participating in the flag ceremony which is a form of love and respect for the services of the heroes for the independence of the Indonesian state.
 9. In general, the role of the pedagogic competence of PPKn teachers in fostering student morale through an attitude of tolerance is quite good, this can be seen from the answers of respondents who answered that students always remain good friends even though they have a difference in RAS of 96.55%. And the answers of respondents who answered students always straightened out if there was an opinion that was not quite right during the discussion as much as 65.51%. Indonesian society is a pluralistic society with various differences, from ethnicity, religion, race, culture and so on. So it is very necessary to have tolerance for mutual respect and students can live in harmony.
 10. In general, the role of the pedagogic competence of PPKn teachers in carrying out student moral development through an attitude of mutual help is quite good and sufficient, this can be seen from the answers of respondents who answered that students were always willing to take their friends who were sick to UKS as much as 72.41%. And the answers of respondents who answered that students always participate in cleaning the school environment are as much as 20.68%. From this, the attitude of helping each other carried out by students needs to be guided, educated so that they have a high attitude of mutual help. Then in general the role of the pedagogic competence of PPKn teachers in carrying out student moral development through an attitude of responsibility is quite good and sufficient, this can be seen from the answers of respondents who answered that students always replace books that have been lost as much as 58.62%. And the answers of respondents who answered that students always run the cleaning picket that had been made were 34.48%. From this, PPKn teachers are able to carry out their duties as educators who teach an attitude of responsibility to their students, with the cleanliness pickets that are made alternately will train students to be responsible.

CONCLUSIONS AND RECOMMENDATIONS

Based on the formulation of the problem, hypothesis, and research results, it can be concluded that pedagogic competence is the ability to manage student learning which includes understanding students, designing, and implementing learning, assessing student learning outcomes and developing the potential or talents of these students.

Pedagogic competence is one of the absolute things that must be possessed by every teacher, to understand the characteristics of their students. Basically, pedagogic competence is competence which has its own sincerity in educating students.

Based on Law No. 14 of 2005 concerning teachers and lecturers in article 8 it is explained that teachers must have competence, educator certificates, be physically and mentally healthy, and have the ability to realize national education goals.

The indicators of pedagogical competence include the following:

1. Understanding of educational insights
2. Understanding of students
3. Curriculum/syllabus development
4. Designing learning
5. Assessment of learning outcomes
6. Develop potential talents or interests of students

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