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The Influence of The Role of Teacher Leaders on Teachers' Pedagogical Competence in Public Elementary Schools in Margadana District, Tegal City

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Abstract: This study examines the contribution of driving teachers in improving the pedagogical capabilities of educators in elementary schools in the Margadana District, Tegal City. The research focuses on analyzing pedagogical competence, which encompasses aspects of design, implementation, assessment, and evaluation of the learning process. The research background is grounded in indications of low teacher pedagogical competence, identified through initial observations and supported by Teacher Performance Assessment (PKG) data in 2024. The study employed a correlational quantitative approach with a sample of 134 teachers randomly selected from a population of 205 teachers. Data collection was conducted through questionnaires measuring the variables of driving teachers' roles and pedagogical competence. Data analysis utilized descriptive data analysis, correlation coefficients, determination coefficients, regression analysis, and a series of statistical prerequisite tests including normality testing, linearity testing, and multicollinearity testing. Research findings demonstrate a significant influence of driving teachers' roles on pedagogical competence, with a contribution of 76% and a significance value of 0.000. These findings imply the importance of empowering driving teachers in enhancing the pedagogical quality of educators at the elementary school level.

Keyword: The Role of Mobilizer Teachers, Pedagogical Competence, Teacher

INTRODUCTION

Pedagogic competence, as articulated by Mulyasa (2021: 75), constitutes a teacher's proficiency in orchestrating student learning. This encompasses a comprehensive understanding of educational principles, student characteristics, curriculum and syllabus design, instructional planning, the enactment of educative and dialogical teaching, the application of learning technologies, the evaluation of learning outcomes, and the cultivation of students' diverse potentials. In this study, pedagogic competence is operationalized through five dimensions: (1) Understanding student characteristics, indicated by the ability to identify learning styles and challenges, facilitate potential development, address student shortcomings, and discern the origins of behavioral deviations. (2) Curriculum and syllabus development, evidenced by the capacity to formulate syllabi aligned with the prevailing curriculum, design

congruent learning plans, sequence learning materials according to objectives, and select relevant, current, age-appropriate, and contextually grounded learning resources suitable for classroom implementation. (3) Implementation of educational learning, marked by the execution of learning activities in accordance with prepared designs, the provision of facilitative support to students, effective and non-dominating classroom management, and the delivery of curriculum-aligned content. (4) Assessment and evaluation, characterized by the development of learning objective-congruent assessment instruments, the application of diverse assessment techniques and types, and the analysis of assessment data to pinpoint challenging topics or fundamental competencies, thereby revealing student strengths and weaknesses. (5) Use of learning technology, demonstrated by the ability to integrate technology into instruction and assign technology-based tasks. The impetus for this research stems from initial observations indicating a suboptimal level of teachers' pedagogic competence, manifested in difficulties with learning tool preparation, deviations in learning implementation from planned activities, and limitations in classroom management and the utilization of teaching aids. Corroboratively, the 2024 Teacher Performance Assessment (PKG) identified pedagogic competence as the area of lowest proficiency. Education Report Data further substantiates this, revealing a decline in achievement from the "Good" to "Adequate" category in 2024, underscoring the exigency of interventions aimed at enhancing teachers' pedagogic competence. One such intervention, particularly relevant in the context of the independent curriculum implementation, is the role of driving teachers. This proposition is supported by Nastuti's (2024) research findings, which demonstrated a substantial improvement in teachers' pedagogical competence at SMAN 1 Tapaktuan following the implementation of driving teacher management, as evidenced across aspects of scientific insight, educational psychology, curriculum development, learning design, learning implementation, technology utilization, and learning evaluation.

The driving teacher program is an important initiative that is not only oriented to student development, but also focuses on improving teacher competence and professionalism (Afifah et al, 2024: 25). The management of the Driving Teacher program is very helpful in the process of improving the quality of the teacher profession, because Driving Teachers are not only teachers who are good at teaching but also teachers who are motivated to motivate their industry colleagues by creating a student-centered educational ecosystem. More specifically, the program targets the development of teachers' ability to adapt teaching methods to students' interests and talents (Lubis et al., 2023: 71). One of the roles of the driving teacher is to actively participate in creating a learning community for fellow teachers both in school and in their area. The community that teachers can create based on the independent curriculum policy is in the form of learning communities in their respective schools. Good practices owned by teachers can be shared in the community. This activity is a learning material for fellow teachers.

In the implementation of their role, the driving teacher must be able to become a coach and mentor for other fellow teachers related to the development of learning in schools. A Driving Teacher in the implementation of his role must also be able to detect aspects that can be improved from his colleagues. A Driving Teacher is also expected to be able to reflect on the results of his own experience and that of other teachers to be used as points of improvement for learning. Not forgetting that as a coach, the Driving Teacher is also expected to be able to monitor the progress of other fellow teachers (Haryanti, 2023: 65). Based on this explanation, it is known that the role of the driving teacher is important to be carried out in a learning community and encourage teachers to improve pedagogic competence.

This investigation endeavors to ascertain the degree to which the function of driving teachers impacts the pedagogical proficiency of educators within the SD Negeri Margadana District, Tegal City. The findings of this research are anticipated to yield valuable insights for school administrators, teaching personnel, and educational policymakers in their pursuit of

enhancing the quality of primary education, particularly concerning the advancement of teachers' pedagogic competence. Consequently, this study holds significance in its exploration of the nexus between the role of driving teachers and the elevation of teachers' pedagogical skills, which ultimately influences the quality of both the educational process and student learning achievements.

With this goal, it is hoped that the results of this research can contribute to the development of better education policies and driving teacher programs in elementary schools.

METHOD

This study applies a correlational descriptive research design with a quantitative approach, which specifically uses the causality survey method. The main purpose of this approach is to analyze the relationship and influence between the variable of the role of the driving teacher as an independent variable and the pedagogic competence of the teacher as a bound variable in the environment of the State Elementary School of Margadana District, Tegal City. The research population includes all teachers in SD Negeri Margadana District, Tegal City, which totals 205 people. To obtain representative data, the researcher used a simple random sampling technique by selecting 134 teachers as respondents.

This sampling method was chosen to ensure balanced representation of various schools and provide equal opportunities for each teacher to be selected as a research sample. Data collection was carried out through a structured questionnaire instrument using a 5-point Likert scale. The questionnaire was systematically designed to measure teachers' perceptions of the role of driving teachers and the level of pedagogic competence. The research instrument is closed with positive statements, allowing respondents to provide assessments by marking a checklist on the answer choices that best suit their experiences and perceptions.

Before use, the research instrument goes through a series of tests to guarantee the quality of the data. The validity test was conducted using Pearson correlation analysis by involving 30 respondents outside the research sample. The results showed that 46 questions were valid for the pedagogic competency variable and 32 questions were valid for the driving teacher's role variable. Reliability tests use Cronbach's Alpha method to ensure the internal consistency of the instrument.

The analysis of research data is carried out through several systematic stages. First, a prerequisite test is carried out which includes normality, linearity, and multicollinearity tests. Furthermore, the researcher used descriptive statistical techniques, calculated correlation coefficients, determination coefficients, and conducted simple linear regression analysis to determine the influence of the role of driving teachers on teachers' pedagogic competence.

The ethical aspect of research receives special attention by applying scientific principles. The researcher obtains informed consent from each respondent, maintains the confidentiality of personal data, and ensures that participation is voluntary. This ethical approach aims to protect the rights of respondents and ensure the integrity of the research process. Through this comprehensive and systematic research method, it is hoped that accurate scientific findings can be produced on the influence of the role of driving teachers on the pedagogic competence of teachers in the research area.

RESULTS AND DISCUSSION

The results of the study were from the measurement of the perceptions of 134 respondents related to the role of driving teachers and pedagogic competence of teachers at SD Negeri Margadana District, Tegal City. The results of data processing to determine the respondents' perception of each research variable were obtained based on the sum of the total respondents' answers and the results were grouped into interval classes according to the likert scale used. In this study, the respondents' perception of each research variable will also be grouped into 5 perception criteria. The research data describes the results of the measurement

of research variables on the role of driving teachers and pedagogic competence of teachers with the following details:

1. Pedagogic Competence of Teachers at SD Negeri Margadana District, Tegal City

Data on teachers' pedagogic competence was obtained by summing the scores of each statement item that had a weight of 1 to 5. There were a total of 46 statements answered by 134 respondents in this study. The statement comes from an instrument that measures teachers' pedagogic competence. The following are the results of descriptive statistical output of the teacher's pedagogic competency variables processed using SPSS.

Table 4.1 Descriptive Statistics of Teachers' Pedagogic Competence

	N	Minimum	Maximum	Mean	Std. Deviation
Pedagogical competence of teachers	134	95	173	130,99	15,692

Based on data collected from 134 respondents regarding teachers' pedagogic competence, the following results were obtained: the highest score reached 173, the lowest score was 95, the mean score was 130.99, and the standard deviation was 15.692. The data is then grouped into five categories, namely very good, good, adequate, poor, and not good. From the five categories, the interval value can be determined, namely:

$i = (\text{highest score} - \text{lowest score}) : \text{number of categories}$

$i = (173 - 95) : 5$

$i = 78 : 5$

$i = 15.6 \approx 16 \text{ (rounded)}$

Table 4.2 Frequency Distribution of Teachers' Pedagogic Competencies

No	Interval	Category	Frequency	Persentase
1	159 - 173	Excellent	7	5,2%
2	143 - 158	Good	60	44,8%
3	127 - 142	Pretty Good	34	25,4%
4	111 - 126	Not Good	20	14,9%
5	95 - 110	Bad	13	9,7%
Total			134	100%

Teacher pedagogic competency data can also be expressed and presented in the form of a diagram as follows

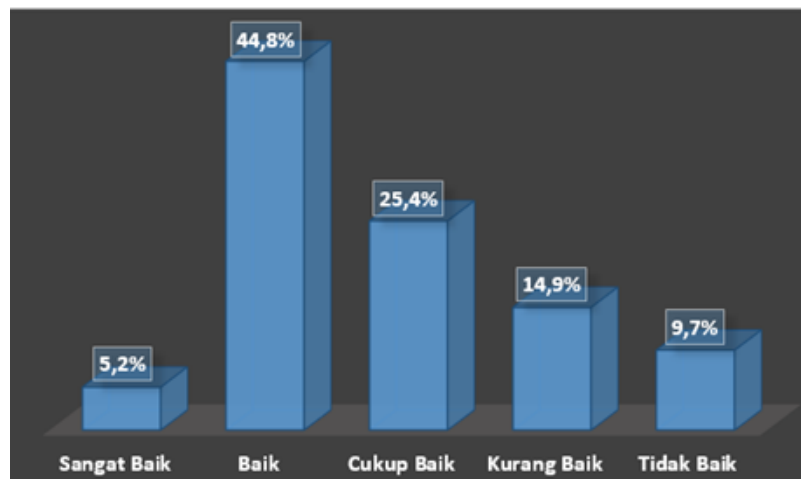


Figure 4.1 Distribution Diagram of Teacher Pedagogic Competency Data

Based on the data presented in Table 4.2 or Figure 4.1, as many as 134 respondents have filled out questionnaires related to teachers' pedagogic competence. The results showed that 9.7% of respondents had a bad perception, 14.9% thought it was not good, 25.4% rated it quite good, 44.8% gave a good assessment, and 5.2% had a very good perception of the pedagogic competence of teachers at SD Negeri Margadana District, Tegal City.

The results of this study show that the role of driving teachers affects the pedagogic competence of teachers at SD Negeri Margadana District, Tegal City. This is evidenced by the calculated F value of 417.902 which is greater than the F of the table 3.91, and the significance value of 0.000 which is smaller than 0.05. Based on the R-square value, the influence contribution reaches 76%, which is included in the strong category. Thus, it can be concluded that the role of driving teachers has a significant impact on improving teachers' pedagogic competence.

2. The role of driving teachers at SD Negeri Margadana District, Tegal City

Data on the role of driving teachers was obtained from the sum of the scores of each statement item with weights of 1, 2, 3, 4, and 5 as many as 32 items which were the answers of 134 research respondents to instruments related to the role of driving teachers. The following is a display of SPSS statistical output results descriptive variables of the role of driving teachers.

Table 4.5 Descriptive Statistics of the Role of the Driving Teacher

	N	Minimum	Maximum	Mean	Std. Deviation
The role of the driving teacher	134	92	158	126,41	15,134

Based on the results of data collection on the role of driving teachers obtained from 134 research respondents, overall the highest score = 158 was obtained; lowest score = 92; red = 126.41; std deviation = 15.134. The distribution of data on the role of driving teachers is grouped into 5 categories, namely very good, good, adequate, not good and bad. From the five categories, the interval value can be determined, namely:

$i = (\text{highest score} - \text{lowest score}) : \text{number of categories}$

$i = (158 - 92) : 5$

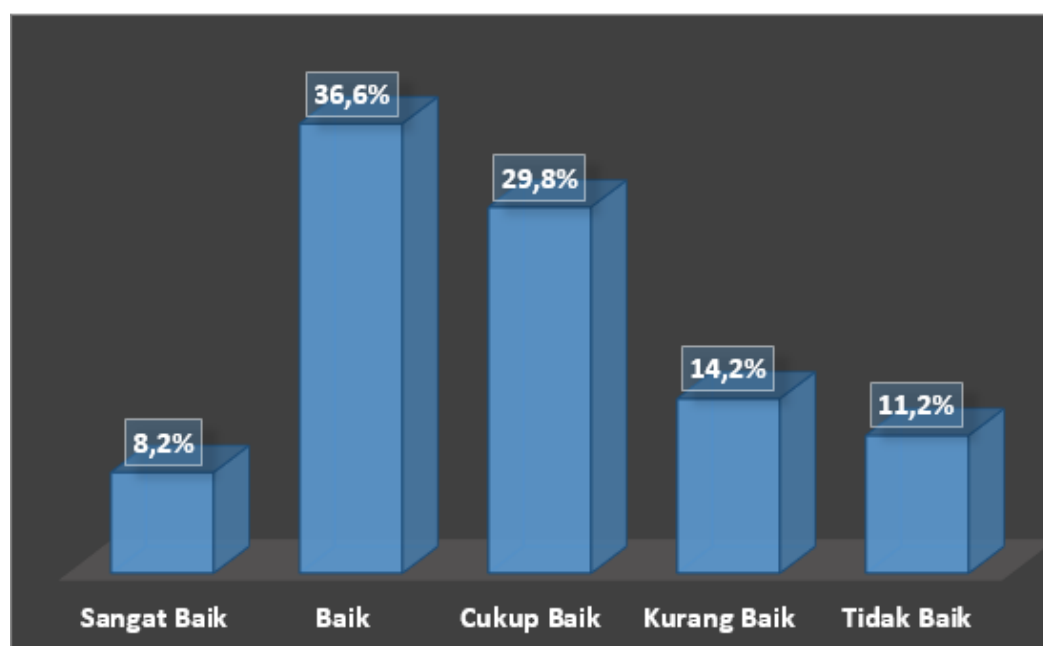
$i = 66 : 5$

$$i = 13.2 \approx 13 \text{ (rounded)}$$

Table 4.6 Frequency Distribution of the Role of the Driving Teacher

No	Interval	Category	Frequency	Persentase
1	144 - 158	Excellent	11	8,2%
2	131 - 143	Good	49	36,6%
3	118 - 130	Pretty Good	40	29,8%
4	105 - 117	Not Good	19	14,2%
5	92 - 104	Bad	15	11,2%
Total			134	100%

Data on the role of the driving teacher can also be stated and presented in the form of diagrams as follows



Based on the data in table 4.6 or figure 4.3 above, it shows that of the 134 respondents who have answered the questionnaire distributed by the researcher about the role of driving teachers, with details that 11.2% of respondents have a bad perception, 14.2% of respondents have a bad perception, 29.8% of respondents have a fairly good perception, 36.6% of respondents have a good perception and 8.2% of respondents have a very good perception of the role of driving teachers at SD Negeri Margadana District, Tegal City.

CONCLUSION

Based on the results of the research, it can be concluded that the role of the driving teacher has a positive and significant influence on the pedagogic competence of teachers at SD Negeri Margadana District, Tegal City. The influence of the role of driving teachers on the pedagogic competence of teachers in SD Negeri Margadana District, Tegal City was 76%. The influence exerted on the strong category. Therefore, the role of driving teachers on the pedagogic competence of State Elementary School teachers in Margadana District, Tegal City indicates the importance of sustainability and expansion of the driving teacher program. The effectiveness of this program is evident through a significant increase in student-centered learning, the active involvement of driving teachers in school programs, and the formation of collaboration between teachers that encourages the creation of a community of practitioners.

These findings have implications for the need to strengthen education policies that support the development of driving teachers as a catalyst for change in improving teachers' pedagogic competence, which ultimately has a positive impact on the quality of learning and student learning outcomes in elementary schools.

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