



BUILDING THE COMPETITIVENESS OF EDUCATION BASED ON PEDAGOGIC COMPETENCE

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ABSTRACT

This paper describes a conceptual proposal for building educational competitiveness based on pedagogic competence. It is undeniable that the role of education in advancing the life of society and the nation has a very vital role. A good educational system and activity will determine the quality of the nation and society, both locally and globally. Therefore, a conceptual construction is needed in an effort to build educational competitiveness. Through a qualitative approach, descriptive analysis method with literature study as a data collection tool. The collected data is then analyzed descriptively to be presented comprehensively. From the results of the study, it was found that a teacher or educator needs to have pedagogical competence that can be the basis for producing quality graduates. The pedagogic competence mastered by an educator provides a direction to improve the quality of education. The principles of relevance, flexibility, and continuity, provides a foundation for increasing competitiveness in the world of education.

Keywords:

Competitiveness,
Pedagogic
Competence,
Education,
Educators.

INTRODUCTION

The progress of a nation is determined by the progress of its education system. This adage cannot be denied as a whip to be able to improve continuously and periodically, in order to achieve a nation's progress. The education system in this case is not defined only in terms of academic activities, transfer of knowledge, examinations, and obtaining a diploma. However, more than that, it is a provision for students to become complete human beings, who can lead a useful life for the nation and society.

Looking at the national education system in Law Number 20 of 2003 Chapter 1 Article 1 states that, Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious-spiritual strength, self-control, personality, intelligence, noble character, and skills needed by himself, society, nation, and state. (Pujilestari, 2020) This definition provides a basic understanding that education is held for the purpose to learn, and maximizing the potential to become skilled, which leads to its meaning in society.

Furthermore, in the Law on the National Education System Chapter II Article 3, it is contained in the function of education which states that National education functions to develop capabilities and shape the character and civilization of a dignified nation in the context of educating the nation's life, aiming at developing the potential of students to become human beings who believe and fear God Almighty, have a noble character, are healthy,



capable, creative, independent and become citizens of a democratic and responsible. (Yusnaini & Slamet, 2019) These educational aspirations are useful for preparing a generation that is superior, competent, and ready to compete in the global world.

It is undeniable that the role of education in advancing the life of society and the nation has a very vital role. A good educational system and activity will determine the quality of the nation and society, both locally and globally. Considering the importance of the role of education, the Indonesian nation has put forward its statement in the constitution of the Republic of Indonesia in the 1945 Constitution which states about "educating the nation's life". The proclamation of the 1945 Constitution states the commitment of the Indonesian people to be able to develop educated citizens, channel their potential, and be responsible for themselves and others. Therefore, quality human resources are needed to be able to produce quality humans as well.

In carrying out the mandate and ideals of education, it is necessary to set indicators, components, and achievements, so that an increase in sustainability can be seen. The main components that spearhead the national education system include teachers, students, and curriculum. (Curriculum, 2010) In the process, the education system that has been implemented into the curriculum will work if teachers can carry out their duties, roles, and functions properly. A teacher needs to have competence in carrying out his duties as an educator. Qualified teachers will be able to implement learning and curriculum so that they can realize the ideals of education in Indonesia.

The results of the research from Saragih entitled Minimum Competence of a Teacher in Teaching stated that the teaching competencies that must be possessed by a teacher include pedagogic, personality, professional, and social competencies. (Saragih, 2008) Pedagogic competence plays an important role in carrying out the duties and responsibilities of teachers in teaching. Pedagogy here is needed in educating and teaching students. Through pedagogic competence, students will be equipped with the ability to be independent in completing their life tasks. (Fathorrahman, 2017)

Pedagogic competence possessed by a teacher will provide the ability to be able to understand and understand students so that they can plan, implement, evaluate and actualize their potential. (Hakim, 2015) Pedagogic competence is very important for someone who is a teacher by profession. Pedagogic competence will lead to an increase in competence and competitiveness, in addition to being able to deliver educational goals. (Sahana, C., 2018) From the several studies mentioned above, this paper would like to explain related to building educational competitiveness based on pedagogic competence.

METHOD

This study uses a qualitative approach with descriptive analysis method. This method is used to collect data from existing conditions and is natural. (Moleong, 2004) Data collection was carried out through literature related to





pedagogic competence, both from primary and secondary sources. Primary sources include basic literature, and primary sources from journals, articles and the like. (Satori & Komariah, 2010) The data that has been collected is then analyzed qualitatively by borrowing from the Miles and Huberman analysis model, to be presented in a comprehensive manner. (Creswell, 2013)

RESULTS AND DISCUSSION

Building competitiveness cannot be separated from building quality. Good quality will produce good competitiveness as well. Quality itself is a picture of both goods and services that show their ability to satisfy the needs, desires, and expectations of their customers. (Handoko, 2020) In the education dimension, the quality in question is the ability to be able to respond to the demands of the times in planning, implementing, evaluating, and transforming the needs of its customers. (In & College, 2021) Customers in this case are stakeholders including students, parents, funders, and society in general. In the process, the quality of education at least provides satisfactory service for stakeholders, while at the same time maximizing the resources it has.

The resources owned by an educational institution include teachers, funders, education managers, education staff, education service users, and education customers who are integrated and collaborated to achieve the predetermined quality. Quality determination is a determination related to the final product in accordance with the standards expected by stakeholders. The last product of an educational institution is its graduates. Graduate compensation becomes the final product and indicates the quality of an educational institution.

Quality graduates cannot happen by themselves. However, it is an effort that is planned and carried out seriously. There are many elements and components in realizing quality standards in educational institutions. When viewed from an operational perspective, one thing that must be done to realize quality is implementing quality-based school management. Quality-based management works well when human resources can work effectively and efficiently. Resources that work effectively and efficiently can be implemented when the administrative system both vertically and horizontally is neatly arranged. One indicator of orderly administration can be seen in a well-organized work mechanism. Orderly administration becomes an instrument in realizing quality management.

In Deming's point of view, the problem of quality lies in the problem of management. (Handoko, 2020) The problem that often occurs is that management fails to develop a plan for articulating the institution's vision and mission into the implementation of its practice. Quality-based management always prioritizes *continuous improvement* in responding to the relevance of market needs. According to Deming, the dimensions of quality that need to be applied in quality-based management include effectiveness,



efficiency, and productivity. (Fadila et al., 2020) These three things provide components that form sustainable quality management.

One of the things that support the success of education management is the performance and quality of teachers as educators. Teachers are an important component of education. Mainly in the learning process in the classroom. Law Number 14 of 2005 concerning Teachers and Lecturers, article 1 paragraph (1) states that: Teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood education through formal education, basic education, and middle education. Educators or teachers are adults both by nature (parents) and professionally (becoming educators due to job duties) responsible for nurturing students. Teachers or educators are adults who guide children so that the child can lead to maturity. (Heryanto, 2018)

Teachers are people whose duties are related to efforts to educate the nation's life in all its aspects, through optimizing the various potentials of multiple intelligence possessed by students. Based on this explanation, it can be concluded that the notion of a teacher is someone who is able to guide and educate students, either naturally or based on the professional responsibility of the teacher as an educator in optimizing the potential possessed by students to assist in the intellectual life of the nation.

The role and function of the teacher in educating the nation life is a noble task, not only teaching but transforming and developing the personality of the students in an integrated manner. Teachers have three types of tasks, namely tasks in the professional field, humanitarian tasks, and the social field. The duties of a teacher as a profession include educating, teaching, and training. The task of the teacher in the humanitarian field at school must be able to make himself a second parent. He must be able to attract sympathy so that he becomes the idol of his students. Furthermore, the task of the teacher in the field of community, the teacher's obliged to educate the nation towards the formation of a complete Indonesian human based on Pancasila. (Usman, 2003) Hilmy stated, "Teachers have a role in shaping the nation's character that is oriented towards excellence, and competitive, forming civil society, increasing knowledge capacity and uniting the nation in the midst of pluralism". More narrowly see the important role of teachers in learning, among others, as a source of learning, facilitator, manager, demonstrator, mentor, motivator, and evaluator. (Hilmy, 2017)

According to Karwati and Priansa, the teacher's role includes several things, namely: diagnosing student behavior; preparation of learning implementation plans; implementing the learning process; implementing school administrators; disseminator of information and communicator; self-potential developer; potential developer of students; and curriculum developers in schools. (Karwati, 2015) In diagnosing student behavior, namely, teachers must be able to understand and provide solutions to all the difficulties faced by students in the learning process, teachers are required to understand more closely the personality of students. Understanding the condition of students can





be done through the process of assessing or estimating the condition of students, this is done as a first step to finding out more about the condition of students and then to be evaluated. Teachers are expected to know clearly the condition of their students so that later it can make it easier for teachers to deliver the subject matter to be taught that is tailored to the needs, interests, and talents of students.

The preparation of the learning implementation plan, namely the teacher is expected to be able to make learning preparations, both concerning learning materials, learning media, learning methods or strategies, as well as psychological and psychological conditions that are conducive to the ongoing learning process of students. A good learning implementation plan, later it can minimize the risk of poor learning, not being directed, and not taking place optimally.

On the other hand, the teacher as a planner is then able to develop a curriculum and be able to implement it in their learning in schools. The teacher is the person who bridges the curriculum developed by the government and the implementer in the school. Teachers must be able to develop a curriculum at the school level according to the ability of the school and the conditions of the students. Based on this explanation, it can be concluded that the task of a teacher is to educate students to be able to develop their abilities and to shape students into individuals who have character and noble character. The task of the teacher is not only to fulfill his professional duties but there are other duties, namely the duty of humanity, namely as someone who can love his students, and the task of society, namely by educating humans to become individuals who have good character. In carrying out their duties the teacher has a role, namely shaping the character of the nation, a role in improving the quality of education, a role in optimizing students, a role in motivating students, a role in managing learning, a role in school administration, and a role in curriculum development.

The very complex tasks and roles of teachers need to be equipped with adequate competencies. In Law Number 14 of 2005 concerning teachers and lecturers, in article 1 paragraph (10) it is stated that competence is a set of knowledge, skills, and behaviors that must be possessed, internalized, and controlled by teachers or lecturers in carrying out their professional duties. Competence is the main component of professional standards, competence is defined as a set of effective behaviors related to exploration and investigation activities, studying and thinking, as well as paying attention, and directing someone to find ways to achieve certain goals effectively and efficiently. Competence is not the end of an effort but a process that develops and learns throughout life (*lifelong learning process*). (Fadila et al., 2020) There are also those who explain, Competence is a set of knowledge, skills, and behaviors that must be possessed, internalized, and mastered by teachers to be able to carry out their professional duties. (Widyawati, 2017)

In the Government Regulation of the Republic of Indonesia No. 74 of 2008 concerning Teachers Article 3 paragraph 2 reads, "Teacher competence includes



pedagogic competence, personality competence, social competence, and professional competence obtained through professional education". These four competencies have a major influence on students and can change the attitudes, character, and thinking of students for the better. There are at least four competencies that must be mastered by a teacher/educator. These competencies are professional competence, pedagogic competence, social competence, and personality competence.

The first competency that must be possessed by educators is professional competence. Professional competence is the ability to master learning materials broadly and deeply that allows guiding students to meet the competency standards set out in the National Education Standards. Teachers' professional competencies include understand and apply educational foundations, understand and apply learning theories that are in accordance with the development of students, are able to be responsible for the fields of study they are taught, understand and are able to apply various learning methods, and are able to use relevant media and learning resources, are able to carry out learning evaluations, and able to grow the personality of students. (Jamawi, 2012)

The second competence is pedagogic competence. Pedagogic competence is an educational science that includes didactic and methodical. Pedagogic competence is the ability of a teacher to manage the learning process based on the science of educating. One of the components of pedagogic competence that must be understood by teachers is the ability of teachers to master the educational foundation in addition to mastering the field of study they are teaching, mastering learning methods and approaches. The third competence is personality competence, namely, competence where the teacher must have a stable, mature, wise, and authoritative personality, be a role model for students, and have a noble character, which can form a complete and steady personality of students. It is impossible for a teacher who does not have a solid personality to form a complete and steady personality of students.

The last competence is social competence. This competency aims to be able to have skills in the field of knowledge about customs, and aesthetics and to be able to appreciate the existence of culture and customs in society. On the other hand, can have social awareness and have the right attitude towards work and knowledge, be loyal to human dignity and worth. Based on this opinion, it can be concluded that competence is the ability, skill, and mastery of a person to carry out his duties.

Of the four competencies, pedagogic competencies are essential in the learning process. Pedagogic competence is the ability of teachers to manage student learning which at least includes the following: understanding of educational insights or foundations, understanding of students, curriculum/syllabus development, learning planning, implementation of educational and dialogical learning, utilization of learning technology, evaluation learning outcomes (EHB), developing students to actualize their various potentials. (Handoko, 2020) It was further explained that pedagogic





competence is an essential and fundamental teaching and educating competency for teachers in carrying out their professional duties, especially the task of educating, teaching, guiding, directing, training, assessing, and evaluating students.

Pedagogic competence requires an educator to really have a strong educator spirit. The education and learning that is carried out is not only completed in theoretical memorization but is embedded within itself. Pedagogic competence is a competence that can reflect the teaching ability of a teacher. To be able to teach well, the person concerned must master the pedagogical theory and practice well, such as understanding the character of students, being able to explain the subject matter well, being able to provide an evaluation of what has been taught, as well as developing the potential possessed by students. (Irwantoro & Suryana, 2016)

Irwantoro and Suryana stated that pedagogic competence consists of seven competencies, namely: mastering the characteristics of students, mastering learning theory, and principles of learning. principles of educating learning, curriculum development, educational learning activities, development of student potential, communication with students, assessment, and evaluation. (Irwantoro & Suryana, 2016) These seven competencies are the keys to mastering pedagogiccompetencies for educators.

Mastery of the characteristics of students has an interest in being able to understand an adequate picture related to the character of the students. The mastery includes theoretical and practical mastery obtained from literature and practical experience with students. The theoretical and practical knowledge possessed by a teacher will result in the ability to develop learning approaches, strategies, methods, and learning techniques so that the teaching process can be carried out properly.

The next competency is curriculum development. In curriculum development that must be owned and carried out by teachers, namely: preparation of a syllabus that is in accordance with the curriculum, designing lesson plans according to the syllabus, the sequence of materials in accordance with learning objectives, learning materials must be in accordance with the abilities of students and associated with everyday life. (Saragih, 2008) Educational learning activities, to master the competence of educational learning activities, teachers at least have knowledge of; planning, implementation, and assessment of educational learning, effective learning, effective communication, scientific and contextual learning, varied learning strategies and methods, motivation and attention to students, effective classroom management, use of ICT aids in learning, use of various learning materials, the use of various learning resources. (Jamawi, 2012) In the development of the potential of students, namely teachers can carry out and create a learning atmosphere and learning process that is conducive to students, this is done to develop the potential that exists in students. To have adequate knowledge about student development, teachers need to be actively



involved with their communities and expert groups.

The next competency is communication with students. Communication with students is a mandatory thing that must be done by teachers in learning. Through communication, teachers can convey information, ideas, directions, hopes, and explanations to students. Through communication, teachers can motivate students to be active in learning. Teachers need to build effective communication with students, so that learning runs smoothly and effectively, resulting in the expected quality of learning.

The last competence is assessment and evaluation. According to Arikunto in Irwantoro & Suryana assessment and evaluation are important things for students, teachers, and schools. (Irwantoro & Suryana, 2016) For students to know the extent of success in following the lessons given by the teacher. Teachers can find out the extent to which the level of understanding of students, as well as whether or not the materials and methods being taught are appropriate. Schools can find out whether the learning conditions created by the school are in accordance with expectations and standards or not. In conducting the assessment and evaluation, the teacher evaluates the effectiveness of the learning process and results and uses the information on the assessment and evaluation results to design remedial and enrichment programs.

Pedagogic competence can be an entry point to increase the competitiveness of education. Students who are cared for properly will be able to improve the quality and competence of graduates. In increasing the competitiveness of education based on pedagogical competence, it can be done with several principles, namely:

a. Relevance

One of the characteristics possessed by an educator who has pedagogic competence is knowing the conditions, situations, and characteristics of students. In building the quality of education, it is necessary to look at the relevance, which is related to the latest in science, technology, and the potential of students. The principle of relevance can be applied to increasing the competitiveness of education.

b. Flexibility

In the educational process in order to increase competitiveness, the principle of flexibility needs to be applied in an effort to produce quality graduates. Learning management needs to be flexible, flexible, and adaptive to the situation, conditions, environment, and range of students. A flexible attitude and nature will raise the competitiveness of education.

c. Continuity

In building competitiveness in the field of education, vertical and horizontal continuity is needed. So far, the implementation of education in Indonesia has been impressed by its sectoral ego, where basic, secondary, or higher education is still not sustainable. Therefore, continuity is needed in a continuous learning experience from primary, secondary, and higher





education. Continuity, which is deliberately designed well, will provide an adequate learning experience so that it can increase the competitiveness of education.

Building competitiveness, especially in the field of education, is not easy, but not impossible. It needs to be built from the start to be able to instill the right paradigm so that it gets seriousness to build educational competitiveness based on pedagogic competence. The principles of relevance, flexibility, and continuity can be used as a constructive conceptual study to be able to build competitiveness in the field of education. These three principles are derivatives of pedagogic competencies, as these competencies are the main components in producing quality education. Quality education will produce strong competitiveness.

The field of knowledge management (KM) has been widely studied and implemented in various sectors since two decades ago. However, people may still have very different understandings of the terms “Knowledge management” and “Information management”. Several research projects in KM have been implemented in the education sector because the community can carry out projects in managing information instead of managing knowledge in the end. It is very important to make a clear definition of the term before studying how knowledge can be managed effectively (Tam, 2016).

Knowledge management is a process or tool through which an organization or institution creates, organizes, stores, disseminates, and applies knowledge to achieve the ultimate goal of growth and development. Knowledge management plays a role in increasing organizational effectiveness to share best practices, addressing issues and concerns, enhancing research talent, and improving people skills. Information and communication technology (ICT) is considered an excellent technology, which is used to communicate, create, disseminate, store and manage information in any organization or institution. Given the *implacability* of knowledge management in the higher education sector, the aim of this research paper is to understand and explore the relationship between knowledge management and ICT. In this study, a sincere effort has been made to analyze extensively the research studies of the last fifteen years, which prove the synergistic implications of KM and ICT in higher education institutions in the rapidly evolving era of competitive globalization (Mohan & Mahapatra, 2018).

Knowledge Management and Information Technology play an effective role in Higher Education in various aspects such as knowledge creation and dissemination, curriculum development, research, and innovation development, seminars, conferences, and managing, storing, and retaining knowledge and it makes knowledge search faster and easier. It is clear that Knowledge Management in higher education cannot achieve its goals without implementing ICT. Thus, it can be understood that there is a definite and important role of Knowledge Management in Higher Education in collaboration with Information and Communication Technology (ICT).



In the research of Krstijć et al (2020) the fact that higher education appears as one of the factors that determine the level of competitiveness of an economy has been confirmed. The level of economic competitiveness, on the other hand, significantly determines the level of sustainable prosperity achieved by an economy. In line with this, Gamble Research (2020) explains that when tacit knowledge is developed and maximized it can prove useful and significant for organizational success in various ways. One such way is achieving a greater return on investment for projects where tacit knowledge is applied (Muthuveloo et al., 2017). This shows that the main contribution is the company's performance through increasing profit margins.

Hence Organizations need to stay competitive in the global market and therefore there is a demand for effective knowledge management to ensure a successful organization. Given the growing literature that supports knowledge as an important organizational asset, businesses are embarking on strategies that will enhance tacit knowledge sharing. The literature strongly supports the fact that corporate knowledge gives them an edge over their competitors (Huie et al., 2020).

CONCLUSION

Hard work is needed in building competitiveness in the field of education. This is because education is a major part of producing quality human resources. The ideals of the Indonesian people to educate the nation's life becomes a strong foundation for building quality education. Therefore, hard work is needed in seeking quality education. Quality education is produced by quality resources. The competence of human resources as a driving force and an essential part of the quality of education needs to be developed in a planned and sustainable manner. A teacher or educator needs to have pedagogical competence that can be the basis for producing quality graduates. The pedagogic competence mastered by an educator provides a direction to improve the quality of education. The principles of relevance, flexibility, and continuity, provides a foundation for increasing competitiveness in the world of education.

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