Improving Pedagogical Competence for Christian Educator

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ABSTRACT

This study aims to describe the importance of improving pedagogical competence for Christian educator. The study used quantitative methods. Samples were taken randomly and processed using SPSS 25.0. Data obtained by using questionnaires was then tabulated and tested with simple linear regression. The results of the study can be concluded that pedagogical competence of teachers of Christian education can be improved through understanding of their calling as teachers. This can be seen from the results of the R-Square determination coefficient which shows a figure of 0.523, which means that the influence of independent variables (X) on dependent variable changes (Y) is 52.3% while the remaining 47.7% is influenced by other variables.

Keywords: pedagogic, competence, Christian educator

1. INTRODUCTION

Pedagogy was etymologically derived from the Greek that was divided into two words; *paedo* and *agogos* (*paedos*-child and *agoge*-deliver or guide). Thus pedagogic could be said to guide and direct learners to maturity intellectually or scientifically or character gradually. In addition, teachers not only provided knowledge but could also lead learners to develop their potential so that the potential could be useful for students and others. The potential will develop if trained and studied in depth and this requires a teacher or trainer to be able to make it happen. Pedagogical competence was the science of student education whose scope was limited to educational interactions between educators and learners as well as a number of teacher abilities related to the

science and art of teaching learners [1]. Reviewed also in the national standard of education, it stated that pedagogical competence was the ability of teachers in managing student learning including understanding of learners, design and implementation of learning, evaluation of learning outcomes, and development of learners to actualize the variety of potentials they have.

Thus, the pedagogical competence of teachers led to the ability in guiding and directing learners to learn. In this case teachers were required to have the ability in knowledge to teach and guide students in the classroom. Teaching and guiding learners required a learning plan in which there are goals that will be achieved by students so that students can learn well. If there was no planning from the teacher who would teach then the learning would expand and the learners would not be able to achieve the desired goals of both teachers and students [2].

Related to the social symptom, the pedagogical competence of teachers can be influenced by the spirit of the ages (Ermeck, 2015). Pedagogical competencies in the form of the ability to manage student learning which includes understanding of learners, design and implementation of learning, evaluation of learning outcomes, and development of learners to actualize various potentials that have, was one of the things that are very influential in the learning process between students and teachers. This could be a standard for the quality of a teacher in teaching and learning activities in the classroom regarding the teacher's understanding of learners in planning the learning process, carrying out learning and evaluating it. Meanwhile, in Christian education teachers are known as examples in attitudes and behaviors that correspond to the truth of God's Word. It is asserted that

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[1] Shengnan Liu and Philip Hallinger, "Principal Instructional Leadership, Teacher Self-Efficacy, and Teacher Professional Learning in China: Testing a Mediated-Effects Model," *Educational Administration Quarterly* (2018).
[2] Elizabeth Green, "Analysing Religion and Education in Christian Academies," *British Journal of Sociology of Education* (2012).

in Christian education the starting and ending point of learning is the knowledge of God and the fear of God. The teacher was said to be a competent teacher in the field of teaching Christian Education by conveying his knowledge to the learners dan transformming so that the learner knows the Lord Jesus Christ and his faith grows. However, the pandemic effect had also affected the world of education in Indonesia, including Christian education. This study aimed to provide signs as well as a way out for the problem of decadence of pedagogic competence that is very likely experienced by teachers during this pandemic.

2. RESEARCH METHODS

The study used quantitative methods, to look at teachers' understanding of their calling to pedagogical competence. The variables used in this study were the teacher's level of understanding of their calling as independent variable and pedagogical competence as dependent variable, with a sample of 42 people. Samples were taken randomly and processed using SPSS 25.0. Data obtained by using questionnaires was then tabulated and tested with simple linear regression.

3. RESULTS AND DISCUSSION

Tabel 1. Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.723[a]	.523	.511	2.087	1.946

a. Predictors: (Constant), The Calling as a Christian educator

b. Dependent Variable: The Pedagogical Competence

In the table R square can be seen that the result was 0.523. This can be interpreted as having a large influence on the teacher's level of understanding of their calling on the pedagogical competence of teachers by 52.3%, while 47.7% is influenced by other factors.

Teacher of Christian education was a person who gave knowledge about Christianity based on the Bible, centered on Jesus Christ, and relied on the Holy Spirit to learners in teaching and learning activities; so that learners can know God and His love that is done in the form of teaching, guidance, training, coaching, guidance both in the classroom and outside the classroom and responsible for the development of learners [3]. Thus teachers were one of the components in the education system that carry out the learning process in students. Teachers had authority in guiding and directing and shaping the personality of learners through knowledge so that they become better and can know the Lord Jesus Christ. As a professional, teacher was responsible in teaching learners teachers not only developed the knowledge of learners but also the skills and attitudes possessed by students. This also applied to teachers of Christian education who not only taught and guided learners for development but were also responsible in the development of the correct attitudes and behaviors of learners in accordance with the truth of God's Word.

Understanding the Characteristics of Learners

Individual characteristics were the character of an individual who had a distinctive nature in accordance with a particular character. Individual characteristics talked abaout the interests, attitudes, and needs that a person had. In understanding the characteristics of learners there were at least two individual characteristics that must be considered in optimizing educational services, namely cognitive characteristics and affective characteristics.

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[3] Sandy Ariawan, *Kreativitas Mengajar Dan Implementasi Konsep Pastor-Teacher*, *CV. Mitra Ilmu*, 2020.

First, cognitive characteristics related to the intellectual abilities of learners and factors that affected intellectual ability. Piaget explained that human cognitive development is divided into four stages, namely motor sensory stage (0-2 years), pre-operational stage (2-7 years), concrete operation stage (7-11 years), and formal operation stage (11-15 years). Students at school age were in the stage of concrete operations and formal operations [4]. The characteristic of intellectual ability at the concrete operating stage was its ability to understand things through the instruments of concrete objects. The reason was because their thinking ability is still limited to concrete representations so students at this age should need a lot of help in the form of media or props to explain abstract concepts. Meanwhile, for teenagers who were mostly already at the stage of formal surgery, where the ability to think abstract had developed then the task of the teacher was to develop the creativity of thinking and create through methods such as discovery, problem solving, and so on.

Second, affective characteristics related to aspects such as interests, motivation, self-concept, and attitude (towards schools, subjects, teachers, and peers). It also had an effect as a precondition for the creation of an effective learning process. Psychosocial characteristics also had an effect in the learning process. In general, human psychosocial development occurs in eight stages and at each stage of development is always accompanied by a certain crisis, due to a conflict or conflict between forward development and reverse development. Stages of development of psychosocial characteristics, namely basic belief vs. basic distrust (age 12 – 18 months), autonomy vs. shame (18 months – 3 years), initiative vs. guilt (age 3 – 6 years), desire to engage in productive vs. low self-employment, identity vs role confusion, intimacy vs isolation, generativity vs stagnation, integrity vs decision.

In general, primary and secondary school learners were on the fourth and fifth psychosocial, i.e. the desire to engage in productive work vs. inferiority and identity vs. role confusion. Elementary school

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[4] Jorge Bacca et al., "Augmented Reality Trends in Education: A Systematic Review of Research and Applications," *Educational Technology and Society* (2014).

students in this phase of the process of forming self-concept became very prominent. There was a sense of self-efficacy on the one hand but on the other hand if there was a failure then there was a feeling of inferiority that caused obstacles for learners to progress. As for the middle school students, they realized that they were unique and distinctive that was different from others. But on the other hand, if they failed to find themselves then they will became tossed around, because of the confusion of the role it played. If this happent then it could plunge them into negative things [5].

Based on the above understanding, characteristics could be said that a trait or quality that exists from birth in a person who distinguishes it from others. Understanding the characteristics of learners could be seen from the physical, moral, sociocultural, emotional, and also intellectual aspects. Teachers could see the physical state of learners during the learning process, morally teachers can observe changes in behavior of learners, spiritually teachers could see from the process when guiding the child in religious lessons, and socially teachers can observe or observe how students associate and ability to understand the culture around them.

Mastering the Theory of Learning and the Principles of Educational Learning

It was stated that the main task of the teacher was to influence the learners of learning. It was therefore inevitable that teachers must also master the theories of learning and how to apply them in learning through certain learning models. It was also stated that teachers should be able to become scientists and have intellectuals in other senses teachers as a source of knowledge, resources, and enlightenment for their students. The theory of learning was a combination of interconnected learning principles and explanations of a number of facts and discoveries related to learning events [6].

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[5] Mervat Amin Juha, *Thinking Skills Critical Thinking- 2 Chapter* (Jakarta: Zaid IQ, 2012).
[6] Murin J Khoury et al., "Exceptional Learners: An Introduction to Special Education," *American Journal of Clinical Nutrition* (2015).

Thus, teachers had a huge influence for learners in learning. To make learners understood, teachers needed a theory or a data that had been researched and based on discovery. This theory or data was useful for teachers when teaching so that teachers were emphasized to be able to understand and be able to apply these theories. The intended theories were behavior, cognitive, and humanistic-constructivist theories. These three theories laid the groundwork for the various learning models that exist today. Learning was a stage in the learning process in the classroom. In the learning process there were theories of learning delivered by teachers [7]. This theory of learning helped teachers and learners to learn and understand about the things being studied. These theories helped people, both teachers and students, to change in terms of thinking, having good and correct knowledge, having changes in attitude, and so on.

Behavior theory was an early theory in learning that emphasized the importance of external stimulus to influence learners can learn. For behaviors, learning must be observed through concrete behavior. The theory of learning behavior was focused on real behavior and was not related to the relationship of consciousness or mental construction. Behavior theory sees learning as a change in behavior. Learning was very important. From learning one could change his behavior for the better according to the truth that has been learned by him. One could learn from anything like objects, fellow human beings, and so on. There were several factors that can make a person learn, one of which was stimulus [8].

Cognitive theory was an observable process of information processing. That process occured in the mind when obtaining information or stimuli from the outside through its five senses. The information received was then processed, filtered, processed, and if meaningful it would be stored in a storage unit either temporarily (short-term memory) or permanent (long-term memory). The information that had been stored in the storage unit can then be withdrawn and used as needed. Cognitive learning theory was a theory of

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[7] Yinying Wang, "Education Policy Research in the Big Data Era: Methodological Frontiers, Misconceptions, and Challenges," *education policy analysis archives* (2017).

[8] Yinying Wang and Alex J. Bowers, "Mapping the Field of Educational Administration Research: A Journal Citation Network Analysis," *Journal of Educational Administration* (2016).

learning that attaches more importance to the learning process than the results of learning. Learning involved not just stimulus and response relationships, but learning in essence involved a very complex thought process.

According to Bruner, there were three cognitive processes that occur in learning, namely (a) the process of obtaining new information. The process of transforming information received, testing, evaluating the relevance and accuracy of knowledge. The acquisition of new information could occur through reading activities, hearing teacher explanations, hearing or viewing audiovisuals and others. The transformation process was the stage of understanding, digesting, and analyzing new knowledge and transforming it in new forms that may be beneficial to other things. There were several things that must be considered to transform knowledge easily, namely 1) the structure of knowledge must contain ideas, ideas, basic concepts, relationships between concepts or examples of concepts that are considered important, because by looking at how facts that seem to have nothing to do with each other so that in the learning process can run effectively, the structure of knowledge must be adjusted to the characteristics and level of development of learners; 2) readiness to learn in the form of simple skills that allow one to master higher skills. Learning readiness is influenced by the maturity of psychology and individual experience. To know the students have readiness in learning, then conducted pre-tests on the initial material based on the topic taught.; (b) each discipline has concepts, principles, and procedures that must be understood before a person begins to learn. The best way to learn is to understand concepts, meanings, and relationships through an intuitive process until they come to a conclusion or find something (discovery learning); (c) motivation in learning. Motivation is a situation that is contained in a person who encourages to do activities to achieve a certain goal. In learning, students must be motivated in various ways, so that there is an interest in learning [9].

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[9] Liu and Hallinger, "Principal Instructional Leadership, Teacher Self-Efficacy, and Teacher Professional Learning in China: Testing a Mediated-Effects Model."

The key to a teacher's success lied in the meaningfulness of teaching materials received or learned by learners. Something meaningful could be done systematically through discovery, memorization, and lectures. Meaningful learning could also be influenced by many factors, one of which was the intrinsic factor of the learner, namely motivation.

This intrinsic motivation could be formed through extrinsic motivation, which was motivation that comes from outside the learner. Such as encouragement from parents and teachers, so in this case teachers also had an important role in fostering the motivation of learners. Thus, cognitive theory was a knowledge that is gained or possessed by a person gradually. This means that knowledge or information was not directly obtained so quickly and easily. But it went through a step-by-step process that took a long time. In the process of acquiring a knowledge or information a person must use his brain to think more critically and deeply to acquire a new and important knowledge. Knowledge or information obtained would be processed, selected, processed, and concluded into a complete information.

Humanistic-constructivist theory was a subject that actively creates its own knowledge, based on its experiences with the environment. Because knowledge was not a collection of facts or concepts that were checked to learners, but rather a reconstruction (formation) of the experience. Humanistic-constructivist theory of learning was a process of knowledge formation.

The more a person learns, the more information he or she gets. Similarly, if a person had a lot of experience more and more information or knowledge that could be learned by him. In shaping knowledge, not all information that had been obtained was used all of them. There was some important information that could be the formation of a knowledge but some that was not important information in the formation of knowledge. Therefore, not all information obtained could shape one's knowledge.

Developing the Curriculum

Etymologically, the curriculum came from the Greek curier and curere which meant a race, running in a race that has been formed. Curriculum was everything that was prepared for the purpose of learning in the formation of intelligence and character of learners in accordance with the goals to be achieved. Curriculum was one part of a management system that concerns the planning, implementation, and evaluation of learning that serves as a guide or guide for teachers in carrying out learning activities.

Thus, the curriculum was an educational element to assist teachers in managing learning in the classroom. In this case teachers had a role in implementing the existing curriculum. This element had been planned or designed by the teacher to be implemented in the learning process. This helped teachers and students to be able to achieve the objectives of the learning that had been planned by the teacher and this was a standard in the learning process. Learning activities conducted by teachers were an important and main part of formal education whose foundation is based on the curriculum, so that teachers in designing or planning learning programs or carrying out the learning process must rely on the curriculum [10].

Implementing Educational Learning

One could be called a responsible human being if he was able to make choices and make decisions on the basis of certain values and norms, both those that were sourced from within him and those that are sourced from his social environment. In order to improve the quality of education, teachers had an important role in realizing educational goals. Teachers were the spearhead of teaching activities in schools that are face-to-face with students. The role of teachers was not only to provide information, but also to direct and provide learning facilities to make the learning process more adequate. Mastery of the principles of educating teachers must be realized in the actual learning process, and teachers can understand the components related to learning before making a draft of lesson plan [11].

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[10] Green, "Analysing Religion and Education in Christian Academies."

[11] Sandy Ariawan et al., "Virtual Discussion for Improving Motivation: A Christian Education Strategy against Covid-19 Pandemic Effect," *International Research Journal on Advanced Science Hub* 2, no. 7 (2020): 1–5.

In carrying out educational learning, teachers must teach and guide learners to understand the values and norms, and be able to carry them out. Educational learning should also affect the lives of learners because at the end of the goal of learning is a change in the behavior of learners for the better so that in this case the teacher must make the learners to learn both in the course of the learning process and in self-learning.

Utilizing Information Technology for Learning

Information technology contained two terms, namely technology and information. The word technology was the result of human thought to develop certain system ordinances and use them to solve problems in their lives. While information was a message or information about knowledge and experience shared or communicated to others. Thus, information technology was an ordinance or system used by humans to convey messages or information.

Information technology covered everything related to process, use as a tool, manipulation (hand-done work or skilled mechanical tools, and information management). Teachers used technology to find materials or teaching materials, access the latest information, about the development of science and technology used in classroom learning. Teachers could also assign assignments to students to search for sources of information or material from the internet and make use of the internet to discuss or share information. Information technology was also very helpful for teachers in carrying out the learning process in the classroom and influence the results of the learning process. When viewed from the development of the times, technology was familiar to teachers and students, so this could help teachers to benefit this information technology in the learning process in the classroom [12].

Helping Students Actualize Their Potential

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[12] Sandy Ariawan, "Countering Zeitgeist of Self-Centered through Role Playing Methods among Junior High School Students," *IJECA (International Journal of Education and Curriculum Application)* (2019).

The potential of learners was the capacity or ability and characteristics or traits of individuals related to human resources that have the possibility of developing or supporting the development of other potentials contained in learners. Potential was referred to as strength, energy or hidden ability that has not been utilized optimally. In actualizing the potential of learners, students were not only encouraged to receive information presented through the learning process but should be directed at how to respond, conducting assessments, managing in various forms of variation, but also directed to form an independent person so that it has the character to speak and express opinions, and behave [13].

Communicate Effectively, Empatheticly, and Politely with Students

Communication as a process was encouraged to reduce the sense of uncertainty that arises, the means to act effectively, and maintain or strengthen the ego. Thus communication was a process of processing ideas or ideas about a thing and conveyed to others either directly or indirectly (symbols, symbols, and behavior). The process of communication learning was very important, both for teachers and students in delivering materials and receiving the material. The essence of learning was the interaction between teachers and students so that there is an exchange of messages (information, knowledge, experience, skills, etc.). In communicating there were some terms or conditions that can be used to make that communication effective, empathetic, and polite. a) effective communication is a communication that is effective or communication that causes the messages delivered can be received and understood perfectly. The existence of meaningful interactions that give rise to mutual understanding and mutual understanding between teachers and learners; b) empathy communication is involving all parties in the communication process and diving into each other's hearts, intentions, objectives of each party. The teacher can be said to be able to communicate with the

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[13] Stefan Slater et al., "Tools for Educational Data Mining: A Review," *Journal of Educational and Behavioral Statistics* (2017).

learner if he understands well the needs of the learner; c) polite communication is that teachers should use a more human communication approach in interacting with students because the learners are partners.

Assess Learning Processes and Outcome

Assessment was a systematic and continuous process or activity to gather information about the learning process and results of learners in order to make decisions based on certain criteria and considerations. The assessment process was related to the achievement while the learner during learning, involvement, motivation, interest, and enthusiasm of learners in learning. Results assessment was intended to measure the achievement of learning objectives at the end of a particular learning unit. The results of this assessment could then be used to make improvements, diagnose weaknesses or difficulties experienced by students. Thus, process assessment was a process in measuring or assessing the achievement of the objectives of the learning process conducted by teachers. The purpose of this process assessment was to make improvements to the mistakes made during the learning process so that it gets better results. This assessment was also beneficial for teachers, where teachers could measure themselves against material achievement and the extent to which their students understand and understand the material. Teachers should be able to develop measurable assessments to measure the progress or improvement of students' learning and learning outcomes [14].

Teachers should also pay attention to the principles in judging. The intended principles, namely: 1) assessment should be done objectively, namely assessing what should be assessed and focused on the competencies or objectives of the learning that has been set; 2) assessment should be conducted thoroughly and comprehensively, covering all aspects of the ability or competence of learners (cognitive, affective, and behavioral); 3) the assessment should use appropriate measuring instruments taking into account its validity

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[14] J. Michael Spector et al., *Handbook of Research on Educational Communications and Technology: Fourth Edition*, *Handbook of Research on Educational Communications and Technology: Fourth Edition*, 2014.

and reliability; 4) assessment should be educational means to be a motivational tool for learners to learn or in other words learners must be challenged to reflect and improve their learning performance through the results of assessment obtained; 5) Assessment should be conducted continuously and pay attention to the development of learners from time to time.

Perform Reflective Actions

Reflective was one part of the learning process and is a generic term for effective intellectual activities, where individuals involved in it seek to investigate their experiences to help new understanding and appreciation of a particular thing. It was interpreted as a process of rethinking so that it can be interpreted or analyzed. Thus reflective was an action performed by teachers in the learning process that has happened before by looking back or correcting themselves to activities. By doing this reflective action would create an opportunity for teachers to continue to progress or be encouraged in doing the learning process better.

There were three ways of reflecting, namely (1) reflection in action, related to the decision-making process that is done when the teacher is actively involved in learning. this process usually occurs spontaneously but is experienced when learning occurs; (2) reflection on action, reflection performed before and after the action is performed. There are certain considerations that teachers will make about their suitability for the context of learning; (3) reflection-about-action, a relatively more comprehensive reflection by taking a broader and deeper and critical viewpoint of its learning practices by examining them from various other aspects such as ethical, moral, political, economic, sociological, and so on [15].

This reflection action helped teachers to have a broader and deeper knowledge or understanding of the learning carried out, could increase their responsibility in carrying out the learning process better and responsible for the activities that have been done, and decisions and

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[15] Sandy Ariawan, "Building Critical Thinking in Covid-19 Pandemic Era: Impossible or I Am Possible?," *International Research Journal on Advanced Science Hub* 2, no. 6 (2020): 127–130.

choices taken in the implementation of learning in the classroom. Because every decision or choice taken by the teacher in the learning activities will be very influential for the lives of students in the future.

4. CONCLUSION

Based on the results of literature studies and field research, with a series of data processing, it can be concluded that there is an influence between the teacher's level of understanding of their calling on the pedagogic competence of teachers of Christian education. This can be seen from the results of the R-Square determination coefficient which shows a figure of 0.523 which means that the influence of independent variables (X) on dependent variable changes (Y) is 52.3% while the remaining 47.7% is influenced by variables other than independent variable X (the teacher's level of understanding of their calling). The problem of decadence of pedagogic competence, that is very likely experienced by teachers during this pandemic, can be addressed by putting full emphasis on the importance of understanding the calling as a Christian educator.

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