

**THE IMPORTANCE OF MASTERING TEACHER PEDAGOGICAL COMPETENCE
IN IMPROVING THE QUALITY OF EDUCATION**

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ABSTRACT

Education plays a crucial role in the development of a nation, with teachers as agents of change. Mastery of teacher pedagogical competence is the key to designing effective learning. However, the low achievement of student learning outcomes and teacher competence in Indonesia is still a problem. This research uses the literature study method to explore the importance of mastering teachers' pedagogical competencies in improving the quality of education. The results show that teachers' mastery of pedagogical competence plays a significant role in successful learning. Factors such as lack of education and training, as well as limited teaching experience, affect teachers' abilities. Specific strategies need to be implemented in accordance with the Teacher Pedagogical Competency Standards to improve the quality of education. Ten pedagogical competencies, including mastery of student characters and the use of technology as a learning medium, guide the improvement of education quality. Through the literature study method, this research concludes that teachers' mastery of pedagogical competencies plays a central role in improving the quality of education in Indonesia. Special attention to teacher training and development is needed to ensure they can meet professional standards and bring about positive changes in education.

Key Words: Education; literature review; pedagogical competence; teacher; quality

INTRODUCTION

Education plays an important role in the development of a nation because it creates a foundation that can be used for the growth and progress of a country. (Putri et al., 2023). And teachers as agents of change play an important role in bringing good changes to education. Teachers as educators must have four main competencies, according to the Law of the Republic of Indonesia Number 14 of 2005 concerning Teachers and Lecturers (Central Government, 2005). These competencies are pedagogic, personality, social, and professional. These are the requirements to become a professional educator.

One of the crucial aspects that support teachers' success in providing quality education is their mastery of pedagogical competence. In this context, a deep understanding of the various dimensions of pedagogical competence is the main key in designing and implementing effective learning. The mastery of pedagogical competencies that must be owned and developed by teachers includes, among others, an understanding of learning theory and the principles of educational learning, helping students maximize their potential by using the right approach, and organizing assessment and evaluation of learning processes and outcomes. (Hamdi et al., 2022).

The success of an education system is a measure of teacher performance. This performance is a concrete result of various indicators and functions that show the teacher's ability to complete his duties. (Putri et al., 2023). In addition to the low achievement of student learning outcomes, teacher competence in Indonesia is also an educational problem to date. Various efforts have been made to improve the quality of education, one of which is mastering pedagogical competence (Riowati & Yoenanto, 2022). The factors that cause the low pedagogical competence of teachers include the lack of education and training that makes teachers less prepared in applying effective teaching methods, and limited teaching experience or lack of exposure to various learning situations can affect teachers' ability to manage the classroom, communicate with students, and design appropriate learning strategies.

The researcher intends to present data from a literature study on the Importance of Mastering Teacher Pedagogical Competence in Improving the Quality of Education. Pedagogical competence is one of the competencies that teachers must have to bring change and improve the quality of education. Education is constantly evolving, and teachers need to constantly update their knowledge and skills. And mastery of pedagogical competence is one element of teacher professionalism. Therefore, mastery of pedagogical competence is an important aspect in ensuring that teachers can be effective and influential facilitators of learning in student development.

In the learning process, students' understanding of a material depends on how the teacher delivers the material, because in education, teachers are one of the important components in the teaching and learning process. One of the many requirements that teachers must fulfill is their ability to master the topics they will teach. With this issue in mind, improving teacher competence is necessary to improve the quality of education. This is because the quality of graduates is closely related to the quality of teachers in the teaching process (Eka Kurniawan & Nunuk Hariyati, 2021).

According to Law No. 14/2005 on Teachers and Lecturers, teachers must have professionalism to carry out the main tasks of educating, teaching, guiding, directing, training, assessing, and evaluating education. A teacher must be able and understand all the abilities needed to become an educator given such an important role (Indonesian House of Representatives, 2005: 1-36).

One form of professionalism of a teacher or educator is by mastering pedagogical competence. Pedagogical competence refers to the skills and abilities of educators or teachers in planning, implementing, and evaluating the learning process in order to achieve educational goals. Pedagogical competence includes various aspects related to the teacher's ability to teach, interact with students, and design and manage learning effectively.

Therefore, specific strategies intended to improve teachers' pedagogical skills must be implemented. These strategies should be aligned with the Teacher Pedagogical Competence Standards listed in the Minister of National Education Regulation No. 16/2007 on Teacher Academic Qualification and Competence Standards. These standards cover ten pedagogical competencies: 1) mastery of student character; 2) understanding of learning theory; and 3) ability to perform effective learning tasks. 4) organizing development activities; 5) using technology as a learning medium; 6) providing facilities for the development of students' potential; 7) communicating effectively, empathetically and politely to students; 8) conducting assessment and evaluation of learning processes and outcomes; 9) using assessment and evaluation results; and 10) taking reflective action to improve the quality of education (Ministry of National Education of the Republic of Indonesia, 2007: 1-32).

As the main source of learning for students, educators must meet competency standards in this field. These standards include understanding of materials and theories, use of methods, media, sociability, pedagogical skills, and the educator's personality when providing instruction. The purpose of this assessment is to obtain information about the educational process that has been carried out. In addition, by knowing the inventory of problems from previous educational activities, this assessment can be used as a source of reference to improve the implementation of subsequent educational activities. Therefore, it is hoped that the education system in Indonesia can develop, continue to innovate, and be creative to realize a quality education system (Firman & Alamin, 2022).

METHODS

This research was prepared using the literature study method. Literature study is certainly not just reading recorded literature or books as is often understood by many people. Literature study is a series of actions that include reading, recording, and managing research materials. (Kurniawan & Hariyati, 2021). The study of research literature involves collecting and analyzing library materials such as books, magazines, articles, journals, and other research results relevant to the research topic to obtain acceptable conclusions. (Abdurrahman, 2023). By using literature studies or literature studies in this research, researchers can provide a theoretical basis and scientific foundations for the problems to be tried to solve. By doing a literature study, it will avoid trial and error research (Sukamto & Widyagama, 2017). (Sukamto & Widyagama, 2017). Literature study can be done on the results of previous research or

existing theories. This research was conducted through several stages, starting from identifying problems in this study by understanding the characteristics of problems related to teacher pedagogical competence before looking for sources. Based on the search results, 10 relevant journals were selected for further data retrieval through several stages, namely the analysis stage, summarization stage, and classification stage. From these stages, the results are then concluded in the form of ideas that are expected to produce new ideas related to the topic of study.

Findings and Discussion

Findings

Although the quality of education in Indonesia continues to improve, several studies have shown that various elements of education continue to be developed to support quality improvement. (Riowati, 2022). To achieve optimization of the quality of education, it is expected that all parts work well together. In the process of improving the quality of education, there are components that act as influences on the success or obstacles to quality improvement from input factors and education management factors. (Fitria & Martha, 2020). According to Riowati (2022) Input factors are everything that must be provided for the learning and teaching process, while input factors consist of resources as components, namely people, funds, facilities and infrastructure as well as regulations that must be applied and apply to all. Teachers are part of the input factors that have an important role in creating students with qualified achievements so that higher quality education will be achieved. (Kustiyati, 2004). A teacher must recognize and understand the importance of each aspect of pedagogy in improving pedagogical competence. (Octavianingrum, 2020).

Teachers need to have aspects of managing learning, understanding students, understanding the principles of curriculum development, designing learning, implementing educational and dialogical learning, utilizing learning technology, evaluating learning outcomes, and developing students' potential. (Rahayu & Muhtar, 2022).

Based on the Regulation of the Minister of National Education Number 6 of 2007 in fulfilling pedagogical competence in research subjects, improvements or improvements are needed to make high-quality teachers who meet the competency standards set by the government. The results of research conducted by Kurniawan & Hariyati (2021) show that the importance of teaching skills applied in the learning process involves teacher preparation and the process of seeing students through theoretical descriptions, which play an important role in improving the quality of education. Junianingsih (2019) in her research, suggests that there is a positive and significant influence jointly between teacher pedagogical competence and teacher work motivation on student learning achievement in the classroom which of course will improve the quality of education.

The results of the study by Aqylah and Jarkawi (2021) show that, based on the analysis and discussion of how teacher skills contribute to improving the quality of learning, several conclusions can be made. These findings are mainly related to the design of learning models, learning implementation procedures, diagnosis, learning evaluation, student development, and the level of student material acceptance. Due to some of these factors, it was found that a teacher's mastery of pedagogical competence greatly impacts on better learning quality, especially with regard to how the teacher understands the topic being taught.

Research that also discusses the pedagogical competence of a teacher also conducted by Ada and Azisah (2016) shows that teachers with pedagogical competence always make a significant contribution to the learning process. With teachers who master pedagogical knowledge, the learning process can be carried out systematically and effectively, which allows the teaching and learning process to reach the highest level so that the quality of education can improve (Desi Junianingsih, 2019).

Kustiyati (2004) stated that the mastery of pedagogical competence of lecturers synchronously has a positive relationship with learning motivation and student achievement in supporting effective learning so that quality education can be reflected. In other studies, show that student learning motivation contributes significantly to the achievement of learning achievement in sociology subjects. In addition, it is also necessary to pay special attention to the pedagogical competence of teachers, because indirectly teachers also play a role in providing encouragement to students. The pedagogical competence of a teacher needs special attention, because absolutely the teacher plays a role in providing encouragement to students. (Suparti et al., 2021).

Discussion

One of the most important abilities that teachers must have is pedagogical competence. This is because this competency is the ability that distinguishes teachers from others in their work and determines whether their learning processes and outcomes are successful. (Suparti et al., 2021). The pinnacle of educator ability is knowledge of learning management. Learning management consists of three components: planning, implementation, and evaluation. It is intended to support a smooth learning process and a form of responsibility for teachers who are responsible for teaching.

In line with the opinion of Akbar A (2021) that pedagogical competence is the ability to understand and manage learning in an open and communicative manner. Based on the literature review of several journals that have been analyzed, mastery of a teacher's pedagogical competence plays a significant role in supporting success in learning. Of course, success in learning can be marked by the learning outcomes of the students themselves. Therefore, the pedagogical ability of a teacher is not only about the knowledge he conveys, but also about how these three components can be implemented and achieved.

Education has a crucial role in the development of a nation, creating the basis for the country's growth and progress (Putri et al., 2023). Teachers as agents of change have an important role in bringing positive change to education, with four main competencies: pedagogic, personality, social, and professional (Law of the Republic of Indonesia No. 14 of 2005). The focus on pedagogical competence is crucial, where a deep understanding of learning theories, learning principles, and the ability to manage learning are key to designing effective teaching (Hamdi et al., 2022).

The success of the education system is reflected in teacher performance, which is the benchmark of various educational indicators and functions (Putri et al., 2023). However, the low achievement of student learning outcomes and teacher competence in Indonesia is an ongoing problem. Factors such as lack of education and training, limited teaching experience, and lack of exposure to various learning situations affect teachers' ability to manage the classroom and design appropriate learning strategies (Adestiani Pratiwi, 2023). (Adestiani Pratiwi, Nana Hendra Cipta, 2023).

The importance of mastering teachers' pedagogical competencies in improving the quality of education is the focus of this research. Mastery of pedagogical competence is an element of teacher professionalism, ensuring they can become effective learning facilitators. (Suparti et al., 2021). Teachers need to continuously update their knowledge and skills, along with the ongoing development of education.

In the learning process, the role of the teacher is very significant, affecting students' understanding of the material. The teacher's ability to master the topic being taught is one of the important requirements. Law No. 14 of 2005 stipulates that teachers must have professionalism to carry out the main task in education. One form of teacher professionalism is mastery of pedagogical competence. Special strategies need to be implemented to improve teachers' pedagogical skills, in accordance with the Teacher Pedagogical Competency Standards that have been established. Ten pedagogical competencies, including mastery of student character, understanding of learning theory, and the ability to carry out effective learning tasks, guide the improvement of education quality. (Fahkiroh et al., 2023).

The research method uses a literature study, collecting and analyzing related library materials. The literature study provides a theoretical foundation and scientific basis for the problem of teachers' pedagogical competence. This helps avoid trial-and-error research, utilizing information from previous studies. The results show that the quality of education continues to improve, but the elements of education need to continue to be developed. Input factors and education management, including the role of teachers as part of the input factors, play an important role in improving the quality of education. Teachers' mastery of pedagogical competencies is key to creating high-performing students.

Minister of National Education Regulation No. 6/2007 emphasizes the improvement and enhancement of teachers' pedagogical competencies to achieve the competency

standards set by the government. Teachers' teaching skills, involving preparation, and understanding of students, curriculum development principles, and utilization of learning technology, are the focus for improving the quality of education. Previous research shows that teachers' mastery of pedagogical competence has a positive impact on learning quality. The relationship between teachers' pedagogical competence and work motivation to student learning achievement is clear, strengthening the argument for the importance of mastering pedagogical competence. (Indah Khoirul Nisa, 2016).

In the context of improving the quality of education, special attention to the pedagogical competence of lecturers is also important. Mastery of lecturers' pedagogical competence affects student motivation and achievement, supporting effective learning and high-quality education. (Akbar, 2021). Overall, mastery of teacher pedagogical competence is a critical aspect to improve the quality of education. (Harsanti, 2018). Through strategies that are in accordance with competency standards, it is hoped that the education system in Indonesia can continue to develop, innovate, and create quality education (Ni'ma Aqylah, 2021).

CONCLUSION

Education is very important for the growth and progress of a nation. Teachers as agents of change have an important role in bringing positive change with four main competencies: pedagogy, personal, social, and professional. However, low student learning outcomes and teacher competencies are still a problem that continues to occur in Indonesia. Teacher pedagogical competence determines the success of learning outcomes. It consists of planning, implementing and evaluating learning management. Teachers play an important role in education, influencing student understanding and managing learning. Mastery of pedagogical competence is a key element of teacher professionalism and the focus of this research. Improving teachers' pedagogical competencies is essential for better education quality. Ten pedagogical competencies guide the improvement of education quality. Among them are mastery of student character, understanding of learning theory, and the ability to carry out learning tasks effectively. The research method is a literature study, collecting and analyzing related library materials. The results show that the quality of education continues to improve, but the elements of education need to be developed. Input factors and education management, including the role of teachers, play an important role in improving the quality of education. Minister of National Education Regulation No. 6/2007 emphasizes the improvement and enhancement of teachers' pedagogical competence. Mastery of teachers' pedagogical competence has a positive impact on the quality of learning. Overall, mastery of teachers' pedagogical competencies is critical to improving the quality of education in Indonesia.

The quality of education in Indonesia is improving, but there are still some elements

that need to be developed to support this improvement. Input factors, such as resources, regulations and teachers, play an important role in achieving higher quality education. Teachers need to have various pedagogical competencies, including learning management, understanding students and applying educational technology. Research shows that teachers' pedagogical competence, work motivation and teaching skills have a significant effect on student learning achievement and education quality. Mastery of a teacher's pedagogical competence is very important especially for the design of learning models, implementation procedures, diagnosis, evaluation, student development, and student material acceptance. Teachers who have pedagogical competence can carry out the learning process systematically and effectively so that it leads to an increase in the quality of education. Furthermore, synchronous mastery of pedagogical competence of lecturers has a positive relationship with learning motivation and student achievement. Therefore, it is necessary to pay special attention to improving the pedagogical competence of a teacher, because it indirectly provides encouragement to students and contributes to their learning motivation so that it has a significant impact on learning achievement in sociology subjects. In the end, the pedagogical competence of a teacher plays an important role in realizing quality education

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