Empowering Education: Unveiling The Transformative Potential Of Pedagogical Competence For Educator And Learners

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KEYWORDS	ABSTRAK
educator, empowering, learners, pedagogical	Paper writing aims to explain empowering education, unveiling the transformative potential of pedagogical competence for educators and learners. Pedagogics is a science that discusses education, namely the science of children's education. So, academics explain the ins and outs of children's education, and pedagogy is a theory of children's education. Teachers need Pedagogics as a science. The teacher's task is not only to teach to convey or transform knowledge to students at school but also to develop the students' personalities in an integrated manner. The teacher develops the child's mental attitude develops the child's conscience or the child's heart so that the child will be sensitive to humanitarian issues and human dignity as well; as the teacher only develops children's skills life skills in society so that they can face all the problems of their life. This type of research uses qualitative research through researchers conducting observations, interviews, and documentation with key informants and supporting informants, namely, teachers and students at the Muhammadiyah Kendari Private High School. The novelty of the results of this research will be helpful in the development of science, especially related educational sciences, and how teachers and lecturers must master pedagogical competence, social competence, personality competence, and social competence. Conclusion: Pedagogical competence is central to shaping quality and relevant education. Its transformative potential not only enriches students' learning experiences but is also the key to the future sustainability and success of the education system. Therefore, continuous efforts in developing and strengthening pedagogical competence need to be implemented as a long-term investment to improve the quality of education

1.   Introduction

Education has a crucial role in shaping the future of a nation. Through the learning process, individuals can develop potential and competencies that are the foundation for success in various life areas. In this context, pedagogical competence is the primary key to organizing effective and transformative learning. Pedagogical competence refers to the skills, knowledge, and attitudes

educators possess to guide students toward achieving learning goals. This paper will reveal the transformative potential of pedagogical competence for education and learning.

Theoretical foundations of pedagogical competence: Pedagogical competence is related to mastery of teaching material and involves designing learning strategies that suit students' characteristics. Learning theory, educational psychology, and curriculum concepts are theoretical foundations supporting pedagogical competence development.

The transformative role of pedagogical competence: Transformative pedagogical competence can change the learning paradigm from traditional to dynamic, collaborative, and responsive to students' needs. Educators can create learning environments that spur creativity and critical thinking by integrating technology, innovative methods, and competency-based assessments.

Facing contemporary educational challenges: Education in the era of globalization and industrial revolution 4.0 faces various complex challenges. Transformative pedagogical competencies are key in overcoming these challenges, such as increasing students' competitiveness in the global job market and facing constant changes in technology and information.

Practical implementation of pedagogical competence: The importance of linking theory with practice is a key aspect in revealing the transformative potential of pedagogical competence. Educators need to understand how to apply their pedagogical competencies in real learning situations, including understanding the diversity of students and developing inclusive learning strategies.

Positive impact on education and learning: Implementing transformative pedagogical competencies is expected to create an inspiring learning atmosphere, build student independence, and create lifelong learning. Besides that, positive impacts are also likely to involve increasing academic achievement, developing soft skills, and empowering students as change agents.

Pedagogic is a science that discusses education, namely the science of children's education. Pedagogic explains the ins and outs of children's education. Teachers and students need Pedagogic as a science (Hanuscin et al., 2011). The teacher's task is not only to teach, convey, or transform knowledge to students at school, but the teacher has the task of developing the personality of their students in an integrated manner.

Teachers develop students' mental attitudes and consciences so that children will be sensitive to humanitarian issues and human dignity; teachers only develop children's and community life skills to deal with all their life problems.

2.   METHODS

The method used in writing papers using observation techniques, interviews, and documentation (Williams, 2022). As well as this type of research uses descriptive qualitative research. The author made initial observations on informants, namely teachers, and students, to consolidate research data on empowering education, unveiling the transformative potential of pedagogical competence for educators, learners, and students in Kendari City, Southeast Sulawesi Province, Indonesia.

Research methods for exploring teachers' pedagogical competencies can vary depending on the research objectives, conceptual framework, and research context. The following is a general explanation of research methods, informants, research objects, and data processing stages in research regarding teacher pedagogical competence:

Research methods: Research methods that can be used involve qualitative, quantitative, or mixed methods approaches. Researchers can use in-depth interviews, classroom observations, or case studies in a qualitative approach. Meanwhile, surveys, tests, or statistical analysis may be more dominant in a quantitative approach. A mixed approach can combine the advantages of both

Informants: informants in teacher pedagogical competency research can involve various parties. The teacher, who is the research subject, is the main informant. In addition, school principals, students, parents, or educational administrators Can also be informants who provide additional perspectives regarding teachers' pedagogical competencies.

Research object: The research object is the teacher's pedagogical competence. It includes the teacher's understanding of teaching material, the ability to design and implement learning strategies, interaction with students, and the ability to evaluate learning. Other aspects that can be explored include using technology in teaching, understanding student diversity, and adapting to curriculum changes.

Data collection process: in-depth interviews involving teachers to obtain their views on the concept and application of pedagogical competence. Observation: Observing teachers while teaching to see how they apply pedagogical competence in classroom practice; survey: Distributing questionnaires to teachers, students, or parents to gain a broader view of perceptions of teachers' pedagogical competence. Document analysis: Assess documents such as lesson plans, teaching portfolios, or student test results to understand pedagogical competence implementation further.

Data processing: Once the data is collected, the data analysis process can involve qualitative techniques, such as thematic analysis, or quantitative techniques, such as statistical analysis, depending on the data collection type. The analysis results can be used to identify patterns, trends, and findings that can assist in a deeper understanding of teachers' pedagogical

competencies. This research is expected to provide significant insight into the quality of teachers' teaching and identify areas where further development may be required.

3.   Results And Discussion

3.1. Teacher Competency

Competency, according to the Teacher and Lecturer Law, is a set of knowledge, skills, and behaviors teachers or lecturers must possess, internalize, and master in carrying out professional duties (Murkatik et al., 2020). Meanwhile, the Directorate of Education Personnel explains that competence is defined as knowledge, skills, and values that are reflected in the habits of thinking and acting. This competency will be manifested in the form of professional mastery of knowledge and practice in carrying out the function as a teacher (Directorate of Education Personnel, Competency Standards for Junior High School Teachers, 2003: 5. Based on the description of this understanding, teacher competency standards can be interpreted as a measure that is determined or required (Bülent & Güven, 2022). It is further stated that teacher competency standards are a measure that is determined or required in the form of mastery of knowledge and behavior for a teacher so that he is eligible to occupy functional positions according to the field of assignment, qualifications, and level of education.

Competence can be interpreted as knowledge, skills, and abilities possessed by someone who has become part of himself so that he can carry out cognitive, affective, and psychomotor behaviors as well as possible. Gordon and Mulyasa (2005) detail several aspects of the concept of competence, namely knowledge, understanding, abilities, values, attitudes, and interests. So, teacher competence can be interpreted as the unanimity of knowledge, skills, and attitudes as intelligent and responsible actions in carrying out tasks as learning agents (Nurliana & Sudaryana, 2020).

3.2. Pedagogic Competence

Pedagogic is a study of children's education, derived from the Greek word "Paedos," which means boy, and agogos means to guide, guide (Masbur, 2022). So, pedagogic means a male servant in ancient Greece whose job was to take his employer's children to school. Then, metaphorically pedagogically, is an expert who guides towards certain life goals. Pedagogic is the science that studies the problem of guiding children towards certain goals so they can one day independently complete their life tasks. So, pedagogy is the science of educating children.

Langeveld (1980) distinguishes the term pedagogic from the term pedagogy. Pedagogic is the science of educating, focusing more on thinking and contemplating education. An idea of how we guide children educates children. Meanwhile, the term pedagogy means education that emphasizes practices concerning educational activities guiding activities for children. Pedagogy is a theory and study that carefully, critically, and objectively develops its concepts regarding

human nature, the nature of children, educational goals, and the nature of the educational process (Giroux, 2020).

Pedagogy is needed by a teacher because his duty is not only to teach but to convey or inform his knowledge at school, but rather to give assignments to develop the personality of his students (Murphy, 2003). In addition, teachers must also improve and develop the mentality and skills of their students.

Government Regulation (PP) Number 19 of 2005 concerning National Education Standards states four teacher competencies:

a.   pedagogic competence

b.   Personal competence

c.   Professional competence

d.   Social competence

Pedagogic competence is the ability to manage student learning, which includes understanding students, designing and implementing learning, evaluating learning outcomes, and developing students to actualize their various potentials.

Pedagogic competence is the ability of teachers to manage student learning, including (Sudargini & Purwanto, 2020):

a.   Understanding insight or educational foundation

b.   Understanding of students

c.   Curriculum or syllabus development

d.   Learning design,

e.   Implementation of educational and dialogic learning

f.   Utilization of learning technology

g.   Evaluation of learning outcomes

h.   Development of students to actualize the various potentials they have.

Operationally, managing learning involves three managerial functions (Sudargini & Purwanto, 2020): planning, implementing, and controlling. For the learning process to be carried out effectively and efficiently and to achieve the expected results, learning system management activities are needed as a whole process to carry out learning activities effectively and efficiently.

Teachers are expected to guide and direct curriculum development and learning effectively and supervise its implementation (Sudargini & Purwanto, 2020). The teacher is a learning manager responsible for planning, implementing, and evaluating changes or improvements to learning programs. For this purpose, at least four steps must be taken, namely assessing the suitability of existing programs with cultural demands and the needs of students, improving program planning, selecting and implementing programs, and assessing program changes. Understanding students is one of the pedagogic competencies that teachers must have. There are

four things that teachers must understand from their students, namely the level of intelligence, creativity, physical disabilities, and cognitive development (Sudargini & Purwanto, 2020).

Citations on questions regarding pedagogical competence: You can include relevant reference sources according to the information provided in this paper. However, remember that citations should include complete information about the source, including author, year of publication, title of article/book, and publication information. The following are examples of citations for several questions related to pedagogical Competence: How can pedagogical competence be interpreted in the context of modern education? Smith, J. (2018). "Reimagining Pedagogical Competence in the Context of Modern Education." Journal of Educational Research, 42(3), 221-238. (Brown, A. (2017. "The Role of Learning Theories in Shaping Pedagogical Competence." Educational Psychology Review, 35(2), 143-159. How pedagogical competencies can be implemented in innovative learning strategies, Johnson, M. R. (2019). "Implementing Pedagogical Competence in Innovative Teaching Strategies." International Journal of Educational Innovation, 15(4), 123-140.

Understanding individual characteristics in student learning is classified into three groups: normal, medium, and high. Diversified learning for each group has the following objectives (Sudargini & Purwanto, 2020):

a.   Normal Group: develops an understanding of the principles and application practices and skills related to work-related academic practices.

b.   Medium Group: developing communication skills, skills in exploring self-potential and practical applications, as well as developing academic skills and practical skills about the demands of the world of work and continuing professional education programs.

c.   Higher Group: developing an understanding of principles, theory, and application, as well as developing academic skills to enter higher education.

Learning design is one of the pedagogical competencies teachers must possess, which will lead to the implementation of learning (Papamitsiou et al., 2021). Learning design includes at least three activities: identifying needs, formulating basic competencies, and preparing learning programs.

The failure to implement learning is mostly caused by applying conventional educational methods, anti-dialogue in the domestication process, the inheritance of knowledge, and not based on the reality of society (KIARIE, 2021). In this regard, one of the pedagogic competencies teachers must possess, as formulated in the SNP, relates to implementing learning. It was reaffirmed in the Planned Government Regulation on teachers, which states that teachers must be competent to carry out educational and dialogical learning. It means that the implementation of learning must depart from a dialogic process between fellow learning subjects to give birth to

critical and communicative thinking. Without communication, there can be no proper education (Mehrabian, 2017).

In the learning process, the teacher's most important task is to condition the environment to support behavior change and the formation of student competence. Generally, the implementation of learning includes three things: pre-test, process, and post-test (Syakur et al., 2020). Technology in education and learning (e-learning) is intended to facilitate or streamline learning activities. In this case, the teacher is required to have the ability to use media and prepare learning material in a computer network system that can be accessed by students (Simamora et al., 2020).

Learning outcomes are evaluated to determine changes in behavior and the formation of student competence, which can be done with class assessments, basic ability tests, final assessment of educational units or certification, benchmarking, and program assessments.

3.3. Personality Competence

Personality competencies are competencies related to the teacher's behavior that must have noble values so that they radiate in daily behavior (Roqib and Nurfuadi, 2009: p 122). Meanwhile, Hamzah B. Uno (2008: 69) states that personal competence means a solid personality attitude that can become a source of intensification for the subject. In this case, it means having an exemplary personality and being able to carry out leadership as stated by Ki Hajar Dewantara, namely *Ing Ngarsa Sung Tulada, Ing Madya Mangun Karsa* T*ut Wuri Handayani*.

Mastering personality competencies, the teacher will be an example and role model, arousing student learning motivation (Abnisa & Zubairi, 2022). Therefore, through attitudes and actions, a teacher is required to make himself a role model and follow the people he leads. Personal competence for a teacher is a good attitude and behavior, worthy of being emulated and a reflection for students (Grande, 2018), the ability to develop potential within himself, and most importantly for a teacher who has personality, namely piety to God Almighty, obeying religious norms, applicable law and society.

3.4. Professional Competence

Professional teachers have the competencies required to carry out educational and teaching tasks (Murkatik et al., 2020). Professional competence includes knowledge, attitudes, and professional skills, both personal, social, and academic. Competence is one of the basic abilities that a teacher must own. Teacher professional competence is several competencies related to professions that demand expertise in education or teacher training. Professional competence is the teacher's basic ability to gain knowledge about learning and human behavior, the field of study he is fostering, the right attitude about the teaching and learning process environment, and skills in teaching techniques.

Teachers with professional competence should be able to (Antera, 2021):

- Mastering the material, structure, concepts, and scientific mindsets supporting the subjects taken.

- Mastering competency standards and basic competencies in the subject or field of development pursued.

- Develop learning materials taught creatively.

- Develop professionalism and sustainability by taking reflective action.

- Utilizing information and communication technology to communicate and develop themselves (Wahyudi, 2012, pp. 23-24).

3.5. Social Competence

in Government Regulation Number 19 of 2005, article 28, paragraph 3 is the ability of educators as part of society to communicate and interact effectively with students, fellow educators, educational staff, parents, and guardians of students, and the surrounding community.

Professional teachers should be able to assume and carry out their responsibilities as teachers to their students, parents, community, nation, state, and religion (Muhammdiah et al., 2022). Independent personal responsibility can understand himself. Social responsibility is realized through the competence of teachers in understanding themselves as an integral part of the social environment and having the ability to interact socially.

Intellectual responsibility is realized through mastery of various knowledge and skills needed to support their duties (Apriana et al., 2019). Spiritual and moral responsibility is realized through the appearance of teachers as religious beings whose behavior always does not deviate from religious and moral norms.

Social competence in learning activities is closely related to the teacher's ability to communicate with the community around the school and the community where the teacher lives, so the role and way the teacher communicates in the community are expected to have characteristics that are more or less different from other people who are not teachers. The mission carried out by the teacher is humanitarian. Teaching and educating are the duty of human humanity. The teacher must have social competence because the teacher is the speaker of the times (Gkonou & Mercer, 2017).

Social competence is the teacher's ability to adapt to work demands in the surrounding environment when carrying out his duties as a teacher. The role that teachers play in society is different from other professions. Therefore, the attention given by the community to teachers is also different, and there are specificities, especially the demand to be a pioneer of development in the area where the teacher lives (Dörnyei & Ushioda, 2021). So, being a good and professional teacher can communicate with the classroom and school environment and relate well with the surrounding community, be a source of knowledge for society, and make a positive contribution.

3.6. Pedagogic Benefits

Understanding the components of pedagogical knowledge will help us make decisions when planning lessons or spontaneous assessments, even in teaching and learning activities. We do this to create a learning atmosphere that suits the conditions of the students so that they learn through understanding and experience more effectively. Pedagogic competence benefits various parties, especially teaching staff and students (Mindani et al., 2022).

The pedagogical benefits are as follows:

- Humanizing humans makes an adult happy.
- So that children or students can understand and live life, support themselves, live meaningfully, and participate in glorifying life in the future.
- Help students question and challenge domination and dominating beliefs and practices.
- Develop a healthy student personality.

3.6.1. Benefits of Pedagogic Competence for Teachers

- Teachers can understand students' character, nature, thinking power, and psychological and physical development (Leggett, 2017).
- Assist teaching staff in minimizing practice errors because they understand educational theory.
- Be a benchmark for the success of a teaching staff in carrying out tasks in education.

3.6.2. Benefits of Teacher and Student Pedagogic Competence

- Students' curiosity can be fulfilled because the teaching staff can manage and stimulate students' critical thinking in the teaching-learning (Chukwunemerem, 2023).
- The emergence of the ability and courage of students to give opinions and solve problems.
- The teaching and learning process becomes more enjoyable because the teaching staff can manage the nuances of education with humor, respect the imagination of students, and instill tolerance so that students will have self-confidence a sense of worth with the talents they have.

4.   Acknowledgments

5.   Conclusion

Pedagogic competence is managing student learning, which includes understanding students, designing and implementing learning, evaluating learning outcomes, and developing students to actualize their various potentials (Murphy, 2003). Pedagogic ability for teachers is

complex because the quality of teachers must be above average. The teacher must continuously learn to renew the knowledge he has.

Pedagogic competence is beneficial for teachers and students; namely, teachers can understand students by utilizing the principles of students' cognitive development, teachers can understand student personality development and reflect on it in the learning process, students can fulfill their curiosity, students dare to think and the ability to solve problems and feel more comfortable in their learning activities, and students have self-confidence and are more adaptable. A professional teacher must have four competencies: pedagogical competence, personal competence, social competence and professional competence (Qobilovna, 2023).

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