PEDAGOGIC COMPETENCY MODEL: DEVELOPMENT FROM THE POINT OF VIEW OF THE INITIAL CHARACTERISTICS OF TEACHERS, INVOLVEMENT WITH ORGANIZATIONS AND COMPETENCY DEVELOPMENT STRATEGIES.

by Ratnawati Susanto

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Abstract. Pedagogic competency models need to be a fundamental focus in developing the capacity and capability of teachers and elementary school organizations in DKI Jakarta Province. This is a strategic key to overcome the low pedagogic competence and quality of learning interactions. The research objective is to study the development of a pedagogic competency model that focuses on teacher initial characteristics, involvement with organizations and competency development strategies. Data processing techniques using SMART PLS. The research sample was 20 teachers in public elementary schools in West Jakarta Municipality, DKI Jakarta Province. The data collection technique used a Likert scale questionnaire instrument. The results of the study: (1) The pedagogic competence model can be formed significantly from the dimensions of the initial characteristics of the teacher, involvement with the organization and competency development strategies, (2) The initial characteristics of the teacher have an effect on involvement with the organization, (3 (the initial characteristics of the teacher have an effect on the model development strategy). competence, (4) involvement with organizations influences development strategies, (5) competency model development strategies affect pedagogic competence, and (6) the most dominant variable forming a pedagogic competency model is the initial characteristics of teachers which form the basis for the formation of fan competency model development strategies. engagement with the organization.

Keywords: Pedagogic Competency Model, Teacher Initial Characteristics, Involvement with Organizations , Competency Development Strategies

INTRODUCTION

The fundamental problem of teacher competence lies in the low pedagogical competence (Berchini, 2017; Budhayanti, 2012; Dotger, 2015; Elizabeth Graham, 2016; Fitrianingsih, 2016; ICRW, 2015; Khalik, 2016; KPAI, 2018; Liputan6.com, 2018 ; Retno Listyarti, 2017; Staton, 2009; Zulfadewina et al., 2018). So the solution

to developing a pedagogic competency model needs to start with self-values and bring up a strong and synergistic spirituality of the profession (Carless & Winstone, 2020; Imron et al., 2020; Nikoçeviq-kurti & Saqipi, 2001; Robinson Hutagaol et al., 2020; Susanto, Agustina, Gantino, et al., 2020; Z. Ullah & Ahmad, 2020). The strategic key to developing a pedagogic competency model needs to be developed in totality with 3 dimensions covering the initial characteristics of the teacher, the dimensions of engagement with the organization and the dimensions of the pedagogic competency development strategy. (Susanto, Agustina, & Rozali, 2020).

The dimensions of the initial characteristics include the values that come from individuals which include the problems of professional spirituality, teacher self-potential, learning actions carried out by teachers and self-maps. (Susanto, Rozali, et al., 2019). In the dimension of engagement with the organization, it emphasizes the importance of individuals as part of the community of an organization which is marked by the level of individual understanding in understanding the organization's vision, individual understanding of the key work that is the foundation for achieving the organizational vision and how the map of the contribution of each individual in the organization. (Li & Cao, 2020; Naz et al., 2020). The relationship between individuals and organizations is a factor that integrates the professional commitment of teachers in increasing the capacity and capacity of individuals and organizations alike (Ford et al., 2018; Hasanati, 2017; Laurence R. Jack, 2017). When individuals are united in self-commitment with organizational commitment, it will foster professional behavior and professional leadership. (Carless & Winstone, 2020; Imron et al., 2020; Nikoçeviq-kurti & Saqipi, 2001; Robinson Hutagaol et al., 2020; Susanto, Agustina, Gantino, et al., 2020; Z. Ullah & Ahmad, 2020).

Through professional leadership that reflects the totality of self and organization, a competency development strategy is needed that includes the ability for pedagogic knowledge development strategies, reflective ability development strategies, emotional intelligence development strategies and instructional communication pattern development strategies (Absari, 2020; McLeod et al., 2020 ; Nind, 2020; Robinson Hutagaol et al., 2020; Sofyani & Susanto, 2019; Susanto, Rachmadtullah, & Rachbini, 2020). Efforts to develop competency strategies cannot be separated from how leadership leadership and teacher self-leadership as followers in sticking out various strategic ways so as to create a model for the formation of a pedagogic competency profile that meets the indicators of the teacher's ability to identify student characteristics, the ability to provide opportunities for students to participate actively, the ability to organize the class by paying attention to the various characteristics of students, the ability of the teacher to understand the causes of learning deviant behavior, the ability to develop the potential and overcome the shortcomings of students and how the teacher is able to treat students with humanistic actions so that they humanize humans. (Barri, 2020; Guzmán et al., 2020; Ibarra-Sáiz et al., 2020; Lumbantobing, 2020; Murkatik et al., 2020; Rahayu & Susanto, 2018; Rahmani & Stål, 2020; Singh et al., 2020)

LITERATURE REVIEW

Pedagogic Competency Model

The Pedagogic Competency Model uses 2 kinds of approaches, namely Teacher Oriented and Student Oriented. (Barri, 2020; Borge et al., 2020; Hoffman & Clifton, 2020; Jha, n.d.). Through the Student Oriented approach, the dominant role of the teacher is aimed at achieving pedagogic competence in one direction which leads to one's ability to have pedagogic knowledge, reflective abilities, emotional intelligence and instructional communication patterns. (Rahayu & Susanto, 2018) Achievement of the level of pedagogic competence in teachers will be largely determined by how able the teacher is to improve competence. (Murkatik et al., 2020) Meanwhile, the student-oriented approach is an approach that teachers take after having pedagogic competence and focusing on the impact on student learning behavior. (Hoffman & Clifton, 2020). The student-oriented approach means involving active participant of students as a response to the stimulants of the teacher's pedagogical competence that can be seen, observed and measured through independent individual behavior interactions and touching aspects of student interaction in groups (cooperative). (A. Ullah et al., 2020). Other aspects include how self-confidence is formed, respect for others, the process of receiving and forming knowledge in groups. (Ibarra-Sáiz et al., 2020). On the other hand, there is also a desire to share knowledge and the ability to work together and solve problems in teams. (Borge et al., 2020; Butt & Ahmad, 2020; Hoffman & Clifton, 2020). Learning emphasizes the experience and knowledge that is already owned to broaden horizons or paradigms, manage differences and express ideas, ideas or opinions in the group (collaborative). In the formation of pedagogical competence, the teacher needs to strive for conditioning of active students in the learning process activities with initiative and responsibility (active - self directed). (Ibarra-Sáiz et al., 2020; Reynolds et al., 2020; Sutirna, 2020; A.Ullah et al., 2020; Usanov & Qayumov, 2020)

The pedagogic competency model will focus on the profile of teachers who are able to manage learning by paying attention to the characteristics of students, children can be active in learning experiences, conducive classroom management, mapping of learning behavior deviations, including maps of strengths and weaknesses and how students are treated humanely in an attitude , words, and teacher behavior. So the pedagogic competence improvement strategy needs to be done with various efforts, including increasing free time with students, identifying students, finding out their strengths and weaknesses, giving students self-management opportunities, paying attention, creating a good atmosphere from the start, not demanding and compelling, willing to recognize and accept limitations, give equality to children in positive learning behavior .. (Barri, 2020; Jha, nd; Lumbantobing, 2020; Zulkarnain & Umar, 2020)

Teacher Initial Characteristics

Identifying the initial characteristics of teachers is a fundamental ability that every teacher must have in order to carry out self-development in the profession optimally and effectively. Through the ability to identify these initial characteristics, the teacher can understand the self-map that includes self-spirituality, self-potential, learning performance so that it can foster the stimulation needed to develop basic and technical abilities for roles and duties (Stambaugh & Nichols, 2020). The first and foremost thing in the initial characteristics is how the teacher understands the spirituality characteristics of the profession. Professional spirituality is the level that shows how teachers interpret the value of work in themselves. (Susanto, Ratnawati; Asmi Rozali, 2020). This interpretation is an empowerment of internal psychological conditions that can foster a friendly work atmosphere, spirituality for the work itself and individual welfare in creating organizational behavior in relation to job satisfaction and performance. (Barros, 2000; Muzaki & Anggraeni, 2020; Susanto, 2020). Cultivating self spirituality can depart from oneself but also needs to be created (Barros, 2000; Farrell et al., 2020; Sabirova et al., 2020)

The second initial characteristic relates to the potential as an action learning ability, to grow and develop in self-development activities in the literacy of knowledge, pedagogical and technological content. (Stinchcomb & Stinchcomb, 2020; Ybyraimzhanov et al., 2020) Kakrateristic potential has an important role. for individuals in carrying out their job roles and functions and differentiating from one another in the level of professional professional development (Asplund, 2020; Bhayangkara et al., 2020; Effect et al., 2000; Guillén-Gámez et al., 2020; Stinchcomb & Stinchcomb, 2020; Susanto, Agustina, Gantino, et al., 2020; Ybyraimzhanov et al., 2020). The third initial characteristic is the action of learning or learning performance which shows the level of the teacher's ability to manage changes in student learning behavior. (Assunção Flores & Gago, 2020; Imron et al., 2020; Susanto, 2019; Susanto, Agustina, Gantino, et al., 2020). The learning action shows the teacher's ability, leadership style and teaching style in managing learning and the level of behavior change of students from the cognitive, psychomotor and affective domains as a result of learning. (Imron et al., 2020; Susanto, 2019; Susanto, Agustina, Gantino, et al., 2020; Susanto, Syofyan, et al., 2019, 2020) The fourth initial characteristic is the position of teachers as individuals in organizations that show meetings for potential and learning actions or learning performance using a self-potential map (Talent Search Matrix) (Susanto et al., 2021). The ability of teachers to understand the map of self-potential and use it for professional development is a must-have ability for prospective teachers and teachers as a personal ability, teacher literacy, as well as a map of strengths and weaknesses for professional development (Burgos & Godino, 2020; Gross et al. , 2010; Guillén-Gámez et al., 2020; Resnawati et al., 2020).

Involvement with Organizations

Membangun sebuah model kompetensi adalah mencerminkan bagaimana membangun sebuah lingkungan kerja yang sehat dan kondusif dengan mengintegrasikan peran dan keterlibatan dari individu-individu sebagai sumber daya manusia.(Hatta & Rachbini, 2017; Rachbini et al., 2020; Yuana Rizky O. Mandagie, 2018) Hal tersebut tidak terlepaskan dari bagaimana pengaruh kepemimpinan pemimpin dan diri. (Pranitasari, 2020). Keterlibatan individu dalam organisasi dapat berada pada tingkat yang rendah, cukup ataupun kurang dapat tercermin dari kemampuan dan pemahamannya terhadap organisasi, baik pemahaman terhadap visi misi, pekerjaan kunci dan bagaimana kontribusinya terhadap organisasi.(Ali et al., 2020; Bhatnagar, 2020; Bustamam et al., 2020; Fitria & Suminah, 2020; Hamdan et al., 2020; Hartinah et al., 2020; High et al., 2020; Hui et al., 2020; Li & Cao, 2020; Naz et al., 2020; Pranitasari, 2020; Soomro et al., 2020) Keterlibatan dalam organsiasi memiliki pengaruh yang signifikan dalam model pengembangan berbasis kompetensi.(Ali et al., 2020)

Involvement with Organizations

Building a competency model is reflecting how to build a healthy and conducive work environment by integrating the roles and involvement of individuals as human resources . (Hatta & Rachbini, 2017; Rachbini et al., 2020; Yuana Rizky O. Mandagie, 2018). This cannot be separated from the influence of leadership and self-leadership. (Pranitasari, 2020) The involvement of individuals in organizations can be at a low level, sufficient or insufficient can be reflected in their ability and understanding of the organization, both understanding of the vision and mission, key work and how they contribute to the organization (Ali et al., 2020; Bhatnagar, 2020; Bustamam et al., 2020; Fitria & Suminah, 2020; Hamdan et al., 2020; Hartinah et al., 2020; High et al., 2020; Hui et al., 2020; Li & Cao, 2020 ; Naz et al., 2020; Pranitasari, 2020; Soomro et al., 2020) Involvement in organizations has a significant influence in competency-based development models. (Ali et al., 2020)

Competency Development Strategies

Competency development strategies need to be based as a model based on taxonomic criteria with constructive principles and learning by doing principles. (Kartini et al., 2020; Nind, 2020) The strategies built include: strategies for building competency. (Bona Nainggolan et al., 2019). The basic competencies of the teaching profession include pedagogic knowledge, strategies for building reflective competence skills, strategies for building emotional intelligence, strategies for building instructional communication patterns and strategies for building pedagogic competencies itself that embody how teachers have leadership competencies in their roles and functions in the classroom.(Absari, 2020) The ability of teachers to develop strategies can be seen from their ability to innovate and this is a measure of the success of educational learning outcomes. (Mpofu & Maphalala, 2020; Townsend-Nicholson, 2020).

Strategies to increase pedagogic knowledge can be done by getting to know the stages of development of students, mastering learning theories and principles, reading books, conducting dialogue through scientific discussion forums. Participating in teacher working groups / Subject Teacher Deliberation (MGMP) or attending training (Absari, 2020; McLeod et al., 2020; Susanto et al., 2018; Townsend-Nicholson, 2020). Strategies for enhancing reflective abilities can be carried out by developing using basic questions, carrying out the listening process, harmonizing perspectives and views, thinking backwards, developing foresight, developing reasoning skills, developing details, learning to identify problems, doing check checks, association relationships. on grades, encouraging students' ability to tell stories, use stories to reflect, appreciate the work of themselves and others. (Ahmadi & Yanuarti, 2020; Colomer et al., 2020; Karnieli-Miller, 2020; McGuire & Lay, 2020; McLeod et al., 2020; al., 2020; Moses, 2020; Pantić, 2021; Susanto, Rozali, & Agustina, 2020; Susanto, Rozali, et al., 2019; Syamsuddin et al., 2020; Toraman et al., 2020). On the other hand, competency development strategies also need to focus on emotional intelligence abilities. (Richards, 2020). Meanwhile, the strategies for increasing emotional intelligence are: expressing structured emotions, introspection, understanding body language, opening minds. Practicing silence, developing tolerance, appreciating actions that have been taken, developing sensitivity, not comparing, practicing complex problem solving with complex alternatives and various parties, practicing dialogue, practicing compromise, playing reverse roles, conducting home visit activities for empathy and caring, (Jimenez , 2020; Osborne, 2020; Richards, 2020; Sarabia & Collantes, 2020). Meanwhile, the development of instructional communication patterns that support a significant competency profile needs to be done through efforts to limit the use of words that are not many but focused, changing new, more positive words, using expressions or code switching, using gestures or mimics, using common words. , improve non-verbal communication, improve body language and verbal interactions, develop individual and group communication, provide feedback, practice clear and focused delivery, use pictures, avoid complicated vocabulary and sentences that contain sentences, listen to voices, listen to our own voices first, give a smile, create a role model, learn to ask for suggestions and input, learn to organize complete messages, organize weighty content, raise "clever" open-ended questions, do not lie to message content, involve interlocutors and use our words Holland, 2020; Jabri et al., 2020; Maulana et al., 2020; Mpofu & Maphalala, 2020; Ikoçeviq-kurti & Saqipi, 2001; Robinson Hutagaol et al., 2020; Townsend-Nicholson, 2020; Wissinger et al., 2020).

METHODS
Research Design
This study aims to study and develop a pedagogic competency model from the point of view of the Initial Characteristics of the Teacher and its relation to organizational involvement and competency development strategies. This research is a quantitative study with one group pretest - post test and data collection using a Likert scale. Data analysis techniques using Smart PLS. The population and research samples were teachers at SDN Duri Kepa 05, West Jakarta, DKI Jakarta Province with a sample size of 20 teachers. The research design is as follows:
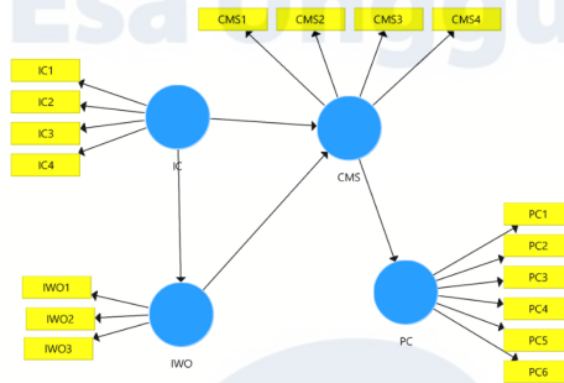

Figure 1. Research Constellation Model

Keterangan:
IC = Teacher Initial Characteristics
    IC1 = Professional spirituality
    IC2 = Potency
    IC3 = Action of learning
    IC4 = Self map / TSM
IWO = Involvement with Organization
    IWO1 = Understanding the vision of the organization
    IWO2 = Understanding of key work
    IWO3 = Contribution Map
CMS = Competency Development Strategies
    CMS1 = Pedagogic knowledge development strategy
    CMS2 = Reflective ability development strategy
    CMS3 = Emotional intelligence development strategy
    CMS4 = Instructional communication pattern development strategy
PC = Pedagogical Competency
    PC1 = Ability to identify students' learning characteristics
    PC2 = Ability to provide opportunities for students to actively participate
    PC3 = Ability to organize classes with the characteristics of different
    PC4 = Ability to know the causes of learning behavior deviations
    PC5 = Ability to develop potential and overcome the shortcomings of students
    PC6 = Ability to treat humanist actions on students

The research questions are:
1. Can a pedagogical competency model be formed from the variable dimensions of teacher initial characteristics, engagement with organizations and competency development strategies?
2. Do the initial characteristics of the teacher influence engagement with the organization?
3. Do the initial characteristics of the teacher influence the competency model development strategy?
4. Does engagement with the organization affect the organizational development strategy?
5. Does the competency model development strategy affect pedagogic competence?
6. Which factors are dominant in influencing the pedagogic competency model?

RESULTS AND DISCUSSION
From the Outer Loadings results obtained data:

Table 1. Outer Loadings

	CMS	IC	IWO	PC
CMS1	0.833			
CMS2	0.770			
CMS3	0.824			

CMS4	0.930		
IC1		0.866	
IC2		0.948	
IC3		0.722	
IC4		0.746	
IWO1			0.919
IWO2			0.902
IWO3			0.907
PC1				0.733
PC2				0.789
PC3				0.601
PC4				0.732
PC5				0.894
PC6				0.852

1. Dimensions Forming pedagogic competency models
   In the table above, all indicators have a loading factor of> 0.70, meaning that all indicators are valid indicators to measure their constructs.

   The construct reliability and validity model for assessing the outer model are
   The reliability and validity model constructs for assessing the outer model are:

Table 2. Construct Reliability and Validity

	Cronbach's Alpha	rho_A	Composite Reliability	Average Variance Extracted (AVE)
CMS	0.863	0.892	0.906	0.708
IC	0.843	0.896	0.894	0.682
IWO	0.896	0.902	0.935	0.827
PC	0.861	0.878	0.897	0.597

In the table above, Cronbachs Alpha for each construct is> 0.70, the composite reliability of each construct is> 0.70 and Average Variance Extracted (AVE) for each construct is> 0.50, meaning that all constructs are reliable.

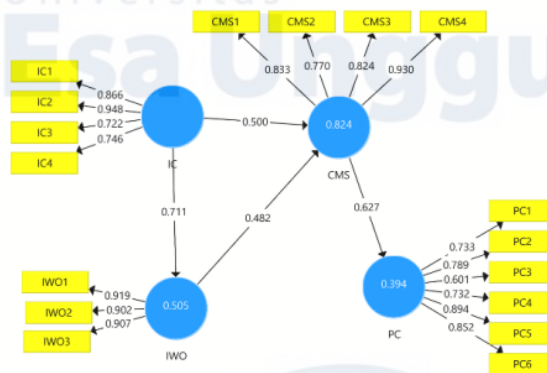Then the redesign of the research constellation model is as follows:

Figure 2. Redesign of the Research Constellation Model

Relations Between Dimensional constructs.

Table 3. Path Coefficients

Mean, STDEV, T-Values, P-Values

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (|O/STDEV|)	P Values
CMS -> PC	0.627	0.659	0.193	3.250	0.001
IC -> CMS	0.500	0.577	0.221	2.261	0.024
IC -> IWO	0.711	0.746	0.112	6.351	0.000
IWO -> CMS	0.482	0.390	0.239	2.014	0.045

Testing Between Variables

From the table above, it can be seen that the test between the independent variable is partial to the dependent variable as follows, by taking into account:

Basis for Decision Making

If the probability (prob value)> 0.05 or - t table <t count <t table then H0 is not rejected

If the probability (prob value) <0.05 or t count <- t table or t count> t table then H0 is rejected

(t table for alpha = 0.05 is 1.96 and t table for alpha = 0.10 is 1.65)

2. The Effect of Initial Teacher Characteristics (IC) on Engagement with Organizations (IWO).

Hypothesis

H0: the IC variable has no significant effect on the IWO variable

H1: the IC variable has a significant effect on the IWO variable

Decision:

In the table above the value of t stat = 6.351> 1.96 so that H0 is rejected, and H1 is accepted, which means that the IC variable has a positive and significant effect on the IWO variable. The higher the Initial Characteristics of the Teacher (IC), the higher the Engagement with Organizations (IWO). Likewise, vice versa

3. The effect of the initial characteristics of the teacher (IC) on the strategy for developing a competency model (CMS).

Hypothesis

H0: the IC variable has no significant effect on the CMS variable

H1: the IC variable has a significant effect on the CMS variable

Decision:

In the table above the value of t stat = 2.261> 1.96 so that H0 is rejected, and H1 is accepted, which means that the IC variable has a positive and significant effect on the CMS variable. The higher the Initial Characteristics of the Teacher (IC), the higher the Competency Model Development Strategy (CMS). Likewise, vice versa.

4. The Influence of Involvement with Organizations (IWO) on the strategy for developing a competency model (CMS).

Hypothesis:

H0: the IWO variable has no significant effect on the CMS variable

H1: the IWO variable has a significant effect on the CMS variable

Decision:

In the table above, the value of t stat = 2.014> 1.96 so that H0 is rejected, and H1 is accepted, which means that the IWO variable has a positive and significant effect on the CMS variable. The higher the Engagement with the Organization (IWO), the higher the Competency Model Development Strategy (CMS). Likewise, vice versa.

5. The influence of the strategy for developing a competency model (CMS). against Pedagogic Competence (PC).

Hypothesis:

H0: the CMS variable has no significant effect on the PC variable

H1: the CMS variable has a significant effect on the PC variable.

Decision:

In the table above, the value of t stat = 3,250> 1.96 so that H0 is rejected, and H1 is accepted, which means that the CMS variable has a positive and significant effect on the PC variable. The higher the competency model development strategy (CMS), the higher the Pedagogic Competence (PC). Likewise, vice versa.

Based on data analysis on the research question, a structural equation of the research model can be formed, namely:

PC = 0.627*CMS + e

IWO = 0.711*IC + e

$$CMS = 0.500*IC + 0.482*IWO + e$$

The Magnitude of Influence Between Variables

To show how much influence the variables that affect the affected variables, the following calculation of the inter-variable determinant coefficient is carried out:

Table 4. Determinant Coefficient

R Square

R Square	R Square Adjusted
0.824	0.803
0.505	0.478
0.394	0.360

The coefficient of determination (R square adjusted) is used
Based on the table above, the R value of the square Adjusted structural equation:

a. $PC = 0.627 * CMS + e$
   $PC = 0.627 * CMS + e$ from the table above 0.360 shows that 36.0% of PC variance can be explained by changes in the CMS variable, while the other 64.0% is caused by other factors outside the model.

b. $IWO = 0.711 * IC + e$
   The value of R square Adjusted IWO equation = $0.711 * IC + e$ from the table above 0.478 shows that 47.8% of the IWO variance can be explained by changes in IC variables, while the other 52.2% is caused by other factors outside the model.

c. $CMS = 0.500 * IC + 0.482 * IWO + e$
   The value of R square Adjusted CMS equation = $0.500 * IC + 0.482 * IWO + e$ from the table above 0.803 indicates that 80.3% of the CMS variance can be explained by changes in IC and IWO variables, while the other 19.7% is caused by other factors outside the model

6. Which factors are dominant in influencing the pedagogic competency model?
   Path analysis and the dominance of variable indicators can be explained in the following table:

Table 5. Path Coefficients

	CMS	IC	IWO	PC
CMS				0.627
IC	0.500		0.711	
IWO	0.482			
PC				

From table 5, it can be explained that the path coefficient on: (1) The initial characteristics of the teacher towards the strategy of engagement with the organization are 0.711; (2) the initial characteristics of the teacher to the competency model development strategy of 0.500; (3) involvement with the organization on the model development strategy amounted to 0.482; (4) the competency model development strategy for pedagogic competence is 0.627.

Table 6. Indirect Effects

	CMS	IC	IWO	PC
CMS				
IC	0.342			0.528
IWO				0.302
PC				

From table 6, it can be explained that the indirect effect on: (1) the initial characteristics of the teacher to the competency model development strategy is 0.342; (2) the initial characteristics of the teacher to pedagogical competence amounted to 0.526; (3) involvement with the organization to pedagogic competence is 0.302.

Table 7. Specific Indirect Effects

	Specific Indirect Effects
IC -> IWO -> CMS	0.342
IC -> CMS -> PC	0.314
IWO -> CMS -> PC	0.302
IC -> IWO -> CMS -> PC	0.215

From table 7, it can be explained that the indirect effect on: (1) the initial characteristics of the teacher to the strategy for developing a competency model through engagement with the organization is 0.342; (2) the initial characteristics of the teacher to pedagogic competence through the strategy of developing a competency model is 0.314; (3) involvement with the organization to pedagogical competence through a competency model development strategy is 0.302; (4) the initial characteristics of teachers to pedagogic competence through organizational involvement and competency model development strategies amounted to 0.215.

Table 8. Total Effects

	CMS	IC	IWO	PC
CMS				0.627
IC	0.842		0.711	0.528
IWO	0.482			0.302
PC				

From table 5, the findings regarding the most dominant factors in the formation of pedagogic competences are: (1) The initial characteristics of the teacher towards the competency model development strategy (0.842); (2) the characteristics of the teacher's initial involvement with the organization (0.711); (3) competency model development strategy towards pedagogic competence; (4) teachers' initial characteristics of pedagogic competence (0.528); (5) involvement with the organization on the competency model development strategy (0.482); and (6) engagement with the organization on pedagogic competence (0.302).

CONCLUSIONS

The results show that the dimensions of initial characteristics, engagement with the organization and the pedagogic competency model development strategy are necessary and fundamental points of view for the pedagogic competency model. As a whole, this model develops the totality of the dimensions of the self, the organizational dimension and the combined dimensions of self-leadership and leadership leadership in generating strategies as a way to develop basic pedagogical competences through increasing knowledge, reflective abilities, emotional intelligence and instructional communication patterns to form pedagogic competences.

This pedagogic competency model is a strategic key for the formation of a pedagogic competency profile, through the formation of self-dimensional values in the form of initial characteristics of teachers that optimize professional spirituality, shrinking self-potential, developing effectiveness of action / learning performance and sharpening the superior position of self-maps. The formation of the initial characteristics of the teacher becomes the basic step that gives birth to the ability to develop a competency model strategy and foster engagement with the organization, including understanding the organization's vision, individual understanding of the key work that is the foundation for achieving the organizational vision and the ability to contribute to the organization.

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