

Model Of Pedagogic Competence Development: Emotional Intelligence And Instructional Communication Patterns

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Abstract: Pedagogical competencies of elementary school teachers in DKI Jakarta are included in the moderate category but are lowest in proficiency in the ability of students to learn deeply and Indonesia ranks highest in cases of violence in schools with 84% of Indonesian children experiencing violence in schools, with a ratio of 7 out of 10 students Indonesian Children (KPAI) according to the International Center for Research on Women (ICRW) Survey, while 39.6% of child violence is carried out by teachers. This fact supports new conceptual needs of pedagogical competency development models rooted in pedagogical knowledge, reflective ability, emotional intelligence and instructional communication patterns: Methods of collecting data with questionnaires on 264 elementary school teachers in the education area II of the West Jakarta City Administration Department, using SEM method. The results showed that the Pedagogical Competency Development Model can be developed on the basis of emotional intelligence and instructional communication patterns.

Keywords : Pedagogic Competence, Emotional Intelligence, Instructional Communication Patterns

1 INTRODUCTION

The core of learning lies in the ability of educational interaction and the teacher's fundamental understanding of students in an effort to facilitate the development of self-potential and self-actualization of students [1]. Pedagogic competence is the basis for preparing and preparing teachers in their community and becoming formative ethics [2]. The inability to prepare the pedagogical competencies of teacher and teacher students in positions detrimental to future generations [3] [4]. Pedagogic competencies that are optimally integrated in teacher roles and functions are the best methods in the learning process and education quality [5]. The findings describe the contribution of pedagogic competence to learning outcomes (94.50%) [6] and the performance of elementary school teachers (46.7%) [7] preparation refers to the model of developing pedagogic competencies emphasizing the concern of the relationship between teachers and students in cultural aspects and being authentic and responsive maintenance actions for student behavior transformation [8]. In its development, pedagogics have become scientific tools and methods that bridge the gap in achievement and intrinsic quality due to social and economic inequalities and improve personal quality and learning achievement [9]. So mastery and understanding of the situation and conditions of the students' environment becomes a commitment to design challenges into opportunities for managing classroom learning [10]. This is a new conceptual need for the development of pedagogic competencies based on emotional intelligence and instructional communication patterns

2. LITERATURE REVIEW

2.1. Emotional Intelligence

The teacher's emotions contribute to attitudes and readiness to support or refuse to understand, understand and accept

students and become the initial measure of the relationship [11]. The process of learning interaction is very dominant with the teacher's role as a learning communicator related to emotional characteristics. Teachers who have uncontrolled emotions cannot control their intellectual attitudes and intelligence. Emotional intelligence can be seen from the ability of: (a) recognizing one's emotions, (b) managing emotions, (c) motivating oneself, (d) recognizing the emotions of others, and (e) building relationships [12]. The more emotionally intelligent the more able to detect and manage emotional information and emotions of others constructively and effectively in tasks and roles [13].

2.2. Instructional Communication Patterns

Communication is an integrated activity in life. In education it is referred to as instructional communication, which is a process of communication that is patterned and designed specifically to change target behavior in a particular community in a better direction. [14] Contextualizing conversations that are not degraded involves the psychological atmosphere of the teacher and students, building the construction of instructional communication, determining behavior change.. [15]; Educational interactive communication as part of pedagogic competence: (a) dialogic openness, interpersonal and exploring ideas; (b) humanist and cognitive patterns, [16], (c) communication patterns with politeness strategies [16], (d) situations used in instructional communication are learning situations [17], (e) emphasis on student and teacher centered approaches, (f) interactive communication patterns by arousing students' interest in innovation and competitiveness [18] [19], (g) the presence of reciprocal stimulant roles and responses between teachers and students with the functions of designer, communicator and communicant [20]. The form of educational instructional communication patterns: (a) psychological flexibility, (b) opportunities to express difficulties, weaknesses, strengths, (c) mentoring and guidance in achieving learning objectives, (d) communicating reciprocal instructional ideas [21], (e) pattern means communication of educational ideas on the domain of knowledge, skills and attitudes [22], (f) the opening of the application of group, interpersonal, informative, instructional [23], and persuasive communication patterns [24]

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2.3. Pedagogic Competence

Law of the Republic of Indonesia No. 20 of 2003 concerning the National Education System describes that pedagogical competence includes aspects of mastery: (a) characteristics of students, (b) learning theory and principles of learning, (c) curriculum development, (d) learning activities, (e) developing potential students, (f) communication with students, and (g) conducting evaluations and evaluations. When a teacher has pedagogical competence then the essence of child-educating actions (paedagogi) will manifest in learning interactions. Students experience being considered, served, valued, listened to, given positive words in educative communication, educated, guided, experienced learning in developing their potential. When the problems of violence in the world of education no longer occur, the application of pedagogical competencies has colored the learning interaction. [25] The application of the principles of child education is reflected as a profile of pedagogic competence.[26] [27] and in action: (a) identify the learning characteristics of students, (b) ensure the opportunity of students to participate actively, (c) arrange classes for different characteristics, (d) know the causes of learning behavior deviations, (e) develop potential and shortcomings; and (f) humanist action . .

3. RESULTS

3.1. Model Similarity Test

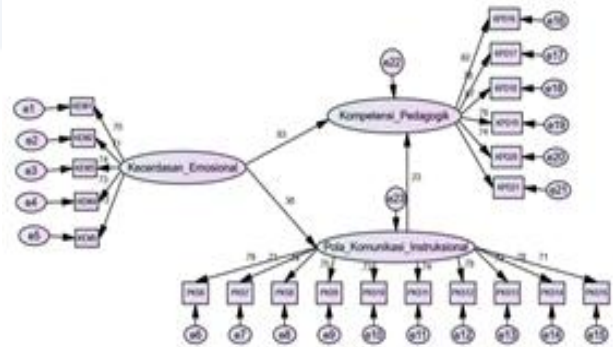
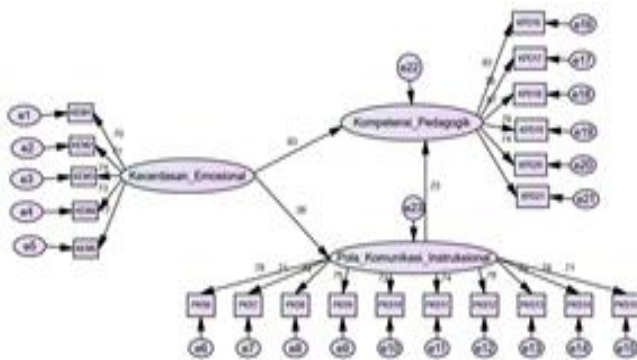


Figure 2. Model Goodness of Fit (GOF)

The above diagram provides summary information on GOF (Goodness of Fit) test results on the research results model, presented in the picture above

3. METHODS

3.1. Research Design



Information:
 KEM = emotional intelligence
 PKS = Instructional communication pattern
 KPD = Pedagogic Competence

3.2. Data Collection Technique

The technique of collecting data was through questionnaires on 264 elementary school teachers in the education area II, West Jakarta City Administration Office. During 6 months of research.

3.3. Data Analysis Technique

Data analysis of the dominant factors in the profile of pedagogical competence is done by identifying the model, assessing the Goodness-of-Fit criteria, stages of modeling and analysis of structural equations .

Table 1. Goodness-of-fitmodel

Goodness-Of-Fit (GOF)	Analysis Results	Cut Off Value	Model Evaluation
Chi-square	$\chi^2 = 240,524$ P = 0.004	Probabilitas $\geq 0,05$	Not good
TLI	0.960	TLI > 0.90	Good
GFI	0.922	GFI > 0.90	Good
AGFI	0.903	AGFI > 0.90	Good
CFI	0.948	CFI > 0.90	Good
RMSEA	0.033	RMSEA ≤ 0.08	Good

The table above provides summary information on GOF (Goodness of Fit) test results on the model results of the study as follows: (1) the criteria for chi-square $240,524 > 0.05$ indicate that it is not good because the smaller the better, (2) Test suitability with TIJ $0.960 > 0.90$ it shows good results, (3) GFI $0.922 > 0.90$ shows model that is good, (4) AGFI 0.903 shows results that reach > 0.90 so the model good model, (5) CFI $0.948 > 0.90$ shows the model good results, (6) RMSEA analysis as an index to compensate for chi square statistics show $0.033 \leq 0.08$ so that there is a suitability of the model with data so the model can be accepted, then based on the existing GOF criteria, the GOF is fulfilled, it is concluded that the model is fit with the data

3.2. Hypothesis testing

Hypothesis testing is carried out with Critical Ratio (CR) criteria > 1.96 or Probability value (P) < 0.05 hence the basis of decision making: If the probability value (sig value) > 0.05 or - t table $< t$ count $< t$ table then H_0 is not rejected If the probability value (sig value) < 0.05 or t count $< - t$ table or t count $> t$ table then H_0 is rejected

Table 2. Goodness-of-fitmodel

Instructional Communication Pattern	<---	Emotional intelligence	.404	.077	5.266	***
Pedagogic Competence	<---	Instructional Communication Patern	.284	.057	4.996	***
Pedagogic Competence	<---	Emotional intelligence	1.092	.097	11.253	***
KEM5	<---	Emotional intelligence	1.000			
KEM4	<---	Emotional intelligence	1.032	.092	11.240	***
KEM3	<---	Emotional intelligence	1.002	.088	11.367	***
KEM2	<---	Emotional intelligence	1.016	.092	11.012	***
KEM1	<---	Emotional intelligence	.968	.089	10.844	***
PKS8	<---	Instructional Communication Patern	1.000			
PKS7	<---	Instructional Communication Patern	.904	.079	11.454	***
PKS6	<---	Instructional Communication Patern	1.037	.082	12.662	***
PKS9	<---	Instructional Communication Patern	.973	.080	12.204	***
KPD16	<---	Pedagogic Competence	1.000			
KPD17	<---	Pedagogic Competence	.861	.060	14.347	***
KPD18	<---	Pedagogic Competence	.713	.061	11.679	***
PKS10	<---	Instructional Communication Patern	1.002	.086	11.633	***
PKS11	<---	Instructional Communication Patern	.935	.078	12.011	***
PKS12	<---	Instructional Communication Patern	1.070	.084	12.709	***
PKS13	<---	Instructional Communication Patern	.923	.078	11.856	***
PKS14	<---	Instructional Communication Patern	1.062	.084	12.658	***
PKS15	<---	Instructional Communication Patern	.955	.083	11.526	***
KPD19	<---	Pedagogic Competence	.877	.061	14.447	***
KPD20	<---	Pedagogic Competence	.801	.060	13.297	***
KPD21	<---	Pedagogic Competence	.773	.059	13.098	***

DECISION:

1. The value of p emotional intelligence variable = *** <0.05 so that H₀ is rejected and H₁ is accepted, which means that the variable emotional intelligence has a positive and significant effect on the instructional communication pattern variable.
2. The value of the instructional instructional communication pattern variable = *** <0.05 so that H₀ is rejected and H₁ is accepted, which means the instructional communication pattern variable has a positive and significant effect on the pedagogic competency variable.
3. The value of p emotional intelligence variable = *** <0.05 so that H₀ is rejected and H₁ is accepted, which means that the variables of emotional intelligence have a positive and significant effect on the variable pedagogic competence.

4. CONCLUSION

The model for developing pedagogical competencies can be done by developing variables, emotional intelligence and instructional communication patterns. Development can be done partially or simultaneously because each variable has an influence to increase pedagogical competence.

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