

Syahrudin, Andi Ernawati, Muh. Nasir Ede. (2013). Teachers' Pedagogical Competence in School-Based Management. *Journal of Education and Learning*. Vol.7 (4) pp. 213-218.

Teachers' Pedagogical Competence in School-Based Management: A Case Study in a Public Secondary School at Pare-Pare, Indonesia

Syahrudin *

SMAN 1Tanete Rilau Kab. Barru Sulawesi Selatan

Andi Ernawati **

SMAN 21 Makassar Sulawesi Selatan

Muh. Nasir Ede ***

Universitas Teknologi Malaysia

Mohd. Anuar B. Abdul Rahman

Universitas Teknologi Malaysia

Ahmad Johari B. Sihes

Universitas Teknologi Malaysia

Khadijah Daud

Universitas Teknologi Malaysia

Abstract

The extent of the role of teachers' pedagogical competence on the practice of school-based management (SBM) was explored in this study. Interviews have been conducted in order to collect the qualitative data from the participant in Pare-Pare, South Celebes, Indonesia. It was discovered that the teachers' pedagogical competence has not been developed as it was expected. Accordingly, it was reported that teachers' creativity was limited by the domination of the government's interference. It is suggested that in order to improve the quality of SBM, teachers' continuing professional development is highly required.

Keywords: *Pedagogical competence, School-based management*

* Syahrudin, SMAN 1Tanete Rilau Kab. Barru Sulawesi Selatan

E-mail: esyahrudin72@yahoo.com

** Andi Ernawati, SMAN 21 Makassar Sulawesi Selatan

*** Muh. Nasir Ede, Faculty of Education, Universitas Teknologi Malaysia

E-mail: muh.natsirede@yahoo.co.id

Introduction

Background

While the power of a nation is depending on its educational system, the effectiveness of an educational system depends on the quality of the teachers (Achwarin, 2009; Halimah Harun, 2006; HDEAPR, 2010). Thereby, teachers hold a significant role in the educational process of a nation. However, it was reported by the department of middle year education, the ministry of national education of Indonesia, that the average of teachers' competence in South Celebes (39.40%) is ranked below the national average (42.25%), especially in terms of pedagogical competence (40.16%), which is under the national average of 44.05% (Pare Pos, 14 September, 2012). The numbers showed that there is a room for improvement for teachers' competence in South Celebes.

In the context of Pare-Pare, where this study was conducted, it was acknowledged that teachers' pedagogical competence and professional mastery contributed to dissatisfying quality of education (Depdiknas, 2008). It was reported that teachers had their creativity halted by non-autonomous governmental policy (Depdiknas, 2007). Moreover, the fact that only 7.76% of the teachers in Pare-pare hold bachelor degree in teaching added a negative contribution to the equation, Along with the less-active teachers societies and lack of educational infrastructural facilities in the area (Depdiknas, 2008).

In the light of the aforementioned statements, it is expected that some problems could be solved when the schools are given enough authority to define their own directions and internal policies with minimum governmental interventions. Thus, in order to improve the practice of SBM in order to fulfill the needs of future education, it is significant to obtain deeper knowledge on the implementation of school-based management (SBM) and the factors affecting it.

School-Based Management

SBM is originally developed in order to enhance schools' effectiveness by giving full autonomy to the respective school managements and its stakeholders in decision-making and internal managements (Yap & Adorio, 2008; Gertler, Patrilos, & Rubio-Condina, 2007; World Bank, 2007; Caldwell, 2005; Depdiknas, 2005). SBM was introduced shortly after the non-centralized government; it is based on the adjusted perspectives of self-management (World Bank, 2007; Yu, 2005). The concept of SBM let the principals, teachers, parents, and other educational stakeholders to be in a better control of the financial resources and school priorities. In larger schools, SBM improves the allocation of resources related to the respective schools' specific needs (Allen Consulting Group, 2009; Caldwell & Spinks, 2008).

Many studies had covered the pros and cons of SBM, especially related to its effect on the quality of education. While some studies emphasized the positive roles of SBM to improve the quality of education (for example: USAID, 2010; Bandur, 2008; Cardenas, 2008; Grauwe, 2004; Umansky & Vegas, 2007).), many others advocated its negative effect, especially to weak schools (for example: Galiani & Schargrodsy, 2001; Leithwood and Menzies 1998a) However, in Indonesian context, schools under SBM indicated strong leadership, conducive learning environment, effective management, good teamwork, strong independence, parental involvement, transparency, dynamic, evaluation and reflection, responsive to the students' needs, intensive communication, and high accountability (Depdiknas, 2001). In the light of the Indonesian perspective of SBM, this study is aimed to explore the contribution of teachers' pedagogical competence to the effectiveness and efficiency of SBM in Pare-Pare, South Celebes, Indonesia.

Teachers' pedagogical competence

Pedagogical competence refers to performance, knowledge and skill in teaching and learning (Cooper, 1986), thus it includes teachers' capability to manage the teaching and learning process from the planning to the evaluation stages. Accordingly, Indonesian government policy and regulation defined teachers' pedagogical competence as the understanding of basic education, students, curriculum development, lesson plans, dialogical teaching and learning process, learning evaluation, and students potential developments.

Furthermore, teaching quality is related to the teachers' pedagogical content knowledge, which includes content knowledge, effective teachings, and the knowledge on how students learn the content (Meiers, 2007; Shulman, 1987). The implication of pedagogical content knowledge is applicable in the daily teaching, such as maintaining students' motivation, subject-related attitudes, and other forms of students development (Shulman, 1987). Accordingly, teachers are supposed to plan the lesson and pedagogical activities based on the students' learning style, prior knowledge,

information retrieval style, cognitive needs, learning motivations, and social interaction styles (Darling-Hammond & Baratz-Snowden, 2005).

Thereby, in order to define effective classroom teaching strategy, teachers need to master the way to assess the students. Some studies reported that several aspects are required for the teachers to master such as setting realistic goals, reinforcing learning, diversifying teaching methods, varying evaluation styles, using various teaching instruments, performance monitoring, setting marking schemes, and giving effective feedback (Anderson, 2004; Jasman, 2002; McBer, 2000). In addition, teachers' open-mindedness to accept students' diversity, selecting different methods and reinforcements for each students are factors that contributed to effective classroom teaching strategy (Harslett, Harrison, Godfrey, Partington & Richer, 2000)

Teachers' pedagogical competence related to SBM

Evidence suggests that SBM takes at least four forms in practice: administrative control, professional control, community control, and equal control (Leithwood & Menzies, 1998b). It is common in the place where this current study was conducted to have public schools managed by private management groups due to the original managements' fiasco (Grauwe, 2005). However, accountable, solid, yet flexible framework should be built around the SBM autonomy; in many cases, such as in England and New Zealand, the framework were too rigid and limited up to an extent where the schools cannot be categorized as autonomous (Fitzgerald et al, 2003; Poulson, 1998).

Therefore, it can be concluded that any attempt to improve the quality of teaching and learning process should involve the improvement of teachers' professional competence in order to be bring a positive significant change in an educational system.

METHODS

In order to collect qualitative data for this current study, interviews had been done to 21 participant (7 principals, 7 teachers, and 7 school committees) in Pare-Pare, South Celebes, Indonesia in 2012. There are seven districts in Pare-Pare, where at least one or two public secondary schools (SMPN) are existed in each district. The total number of SMPNs is noted to be 13, populated by 13 principals, 562 teachers, and 117 school committees (Depdiknas, 2007).

Confidentiality of the participant, coding such as AA/I-PS, AA/I-GS, and AA/I-PIS was done. AA represents schools, I represents interviews, PS for principals, GS for teachers, and PIS for school committees. Interviews and excerpts have been done in Indonesian before translated in English for the sake of this paper. Nvivo software was employed in order to conduct the qualitative data analyses.

RESULTS AND DISCUSSIONS

Results of the interviews indicated that one of the important strategies in improving the quality of SBM is the professional development of the teachers, because it is evident that such development might enhance teachers' motivation, commitment and performance. As stated by one of the participants:

"Problems with teachers' performance appraisal have been announced, Sir... well, it was supposed to be that way... How can a school be good if the teachers are... you know, not so motivated. For instance, teachers are appraised based on the students, instead on the authentic data... so... it is definitely problematic." (AC/I-GS).

(i) Potential Development

Potential development is one of the effective strategies to improve the quality of human resources. Included in potential development are: the improvement of teachers' IT skills in developing teaching materials. In terms of the students, they are able to perform well academically or non-academically through effective potential development activities. This is concluded from the statement of the principals, represented by the following sample excerpt:

"Thus, every stakeholder can develop their respective potentials and include them to the school program. That drove them to be... sincerely working for the school." (AC/I-PS).

At schools, potential development is a common responsibility for any stakeholder and society members in order to develop effective human resources, which sequentially leads to a better education quality.

(ii) IT and Teaching Media Development, including workshops and Training Programs

IT and teaching media development is necessary to improve schools' innovation in many aspects, such as science competitions, IT-based learning media development, etc. It is represented by the following sample excerpt from a participating teacher:

"As a teacher, we have to be motivated to update ourselves, especially related to IT development nowadays, Sir... Previously, we used manual or traditional method, now we should do it IT-based." (AI/I-GS).

Followed by the next statement:

"In the future, Sir... curriculum programming, including how to develop learning media such as Camtasia Studio® where we can record teachers' voice and combine it with a powerpoint-like presentation. It's called Camtasic System. So... as teachers we should be motivated to update and be more qualified as educators" (AI/I-GS).

Workshops and training program are included in the schools' strategy to improve academic knowledge and skills of the teachers and students. As mentioned in the excerpt samples as follows:

"We improve our teachers' competence by conducting three-monthly workshops in this school. We invite external trainers." (AJ/I-PS)

"For our fellow teachers, Sir... in fact, we always conduct workshops related to measurements, KTSP, and how to create supporting materials." (AC/I-GS)

"In the future, it is compulsory to conduct many workshops and trainings related to the teachers' tasks, especially professional and pedagogical competences. Because professional teachers significantly affect the students' output." (AG/I-GS)

"In this school, Sir... Every month we have IT workshop and training. Last time, it was about how to peer-share our knowledge in creating learning media." (AI/I-GS)

"There are many strategies and steps we can do in the future in order to improve our educational quality... including teachers' quality. It's true that we have to do many workshops, trainings, especially related to the use of technology. There, we can obtain new knowledge and information." (AG/I-GS).

The aforementioned excerpt samples indicated that IT-based learning media development is a significant requirement related to human resource quality improvement. This finding is in line with the previous studies related to realistic goal settings, motivating students, using various teaching methods and materials, optimizing teaching-learning periods for the students, monitoring students' performance, setting marking schemes, and giving feedbacks to the students (Anderson, 2004; Jasman, 2002; McBer, 2000; and Musfah, 2010). Additionally, understanding students' diversity is another factor that determines teachers' success (Harslett et al. 2000).

The reported samples of the excerpt also indicated that workshops and trainings enriched teachers with relevant new information and knowledge related to their subjects. Eventually, the strategy will improve the education quality. In line with the study of Caldwell and Spink (1993) and Musfah (2010), which stated that independent learning, group-discussions, and workshops are required to improve teachers' capabilities.

In training, teachers do various discussions existing problems in the classroom as well find the solution.

(iii) Intervention from the external parties, including the government.

At the same time, some participants indicated that intervention from the government might impede the implication of SBM. The following statement is taken as one example:

"...means that... SBM should be done solely based on the school... however... well... there are some external intervention." (AA/I-PIS)

CONCLUSION

Data analyses indicated that teachers' pedagogical competence has not been optimized due to the failure of the government to support the practice of SBM. In other words, the intervention from the government limits the teachers' creativity, and the occurrence of the intervention can be felt by the teachers and school managements as impeding the implication of SBM itself. It was discovered that there are several significant strategies to improve the quality of the practice of SBM, such as teachers' professional development through independent learning, workshops, further studies, and group discussions. Accordingly, professional development increases the teachers' motivation, commitment, and performance. The focus of research in this paper on pedagogic competence is confined to its association with the implementation of SBM. It is recommended for the future researchers to cover. In this research the factors professional, social and personality competency are not discussed. It is expected that deeper and more thorough research on the subject matter will obtain more comprehensive understanding related to the teachers' professional development.

References

- Achwarin, N. A. (2009). The Study Of Teacher Competence Of Teachers At Schools In The Three Southern Provinces Of Thailand Retrieved from www.journal.au.edu/scholar/2009/.../nareeAwareAchwarin156.doc
- Adey, P., Hewitt, G., Hewitt, J., & Landau, N. (2004). *The Professional Development of Teacher: Practice and Theory*. London: Kluwer Academic Publishers.
- Allen Consulting Group. (2009). *Review of School Based Management in the ACT Melbourne: Department of Education and Training*.
- Anderson, L.W. (2004). *Increasing teacher effectiveness*. Paris: UNESCO, International Institute for Educational Planning.
- Bandur, A. (2008). *A Study of The Implementation of School-based Management In Flores Primary Schools In Indonesia*. Unpublished Ph. D. Dissertation Newcastle University of Australia.
- Caldwell, B. J. (2005). *School- based Management: International Academy of Education*. Unesco.
- Caldwell, B. and J. Spinks. (2008). *Raising the Stakes: from Improvement to Transformation in the Reform of Schools*, Routledge: London
- Cardenas, S.(2008). *School-based Management in Latin America*. Education for All Global Monitoring Report. ED/EFA/MRT/PI/03.
- Darling-Hammond. L. & Bransford, J. (2005). *Preparing Teacher for A Changing World: What Teacher Should Learn and Be Able To Do*. San Francisco: Jossey-Bass.
- Depdiknas. (2008). Rencana Strategi Dinas Pendidikan Kota Pare-Pare (2008-2013). <http://www.dinaspendidikanparepare.info/images/stories/pdf/renstra/MatriksRPJM.pdf>.
- Depdiknas, (2007). Tim Pengembangan Komite Sekolah Ditjen Dikdasmen. *Indikator Kinerja Komite Sekolah*, Diakses pada 5 Agustus 2012 melalui <http://dpjp.wordpress.com/2007/04/28/indikator-kinerja-komite-sekolah/>
- Depdiknas. (2005). *Paket Pelatihan 1 Peningkatan Mutu Pendidikan Dasar*. Jakarta: Depdiknas, UNESCO, dan UNICEF.
- Depdiknas. (2001). *Manajemen Peningkatan Mutu Berbasis Sekolah*. (3rd Ed.). Jakarta: Dirjen Dikdasmen.
- Fitzgerald, T., Youngs, H. and Grootenbroer, P. (2003). Bureaucratic Control or Professional Autonomy? Performance Management in New Zealand Schools. *School Leadership and Management* 23(1): 91–105.
- Galiani, S., & Schargrodsy, E. (2001). *Evaluating the Impact of School Decentralization on Education Quality*.
- Gertler, P. Patrinos, H. A., & Rubio-Codina, M. (2007). *Impact Evaluation for School-Based Management Reform*. 1-53. Goodlad, J.I. (1990). *Teachers for internation's schools*. San Fransisco: Jossey_Bass Publishing Co.
- Grauwe, A. D. 2005. Improving The Quality of Education through school-Based Management: learning from International Experiences, *Journal Springer*, 51, pp. 269-287.
- Grauwe, A. D. (2004). "School Based Management (SBM): does it matter?" Paper commissioned for the *EFA Global Monitoring Report 2005, The Quality Imperative*. UNESCO, Paris.
- Halimah Harun (2006). Minat, Motivasi dan Kemahiran Mengajar Guru Pelatih: *Jurnal Pendidikan* 31, 83 – 96.
- Harslett, M., Harrison, B., Godfrey, J., Partington, G., Richer, K. (2000). Teacher perceptions of the characteristics of effective teachers of Aboriginal Middle
- HDEAPR. (2010a). *Transforming Indonesia's Teaching Force*. Jakarta: (Human development East Asia and Pasific Region) The World Bank.
- Jasman, A. (2002, 3-7 February). *Initial teacher education: Changing curriculum, pedagogies and assessment*. Paper presented at the Challenging futures: Changing agendas in teacher education, Armidale.

- Leithwood, K., and Menzies, T. (1998). A Review of Research Concerning the Implementation of Site-based Management. *School Effectiveness and School Improvement* 9(33): 233–285.
- Meiers, M. (2007). Teacher Professional Learning, Teaching Practice and Student Learning Outcomes: Important Issues. In T. Townsend & R. Bates (Eds.), *Handbook Of Teacher Education: Globalization, Standards and Professionalism in Times of Change* (pp. 409-414). Netherlands: Springer.
- Mcber, H. (2000). *Research into teacher effectiveness: a model of teacher effectiveness*. Research report 216. DfEE.
- Pare Pos. (2012, 15 September). *Nilai UKG Sulsel di Bawah Rerata Nasional*. Pare Pos.
- Peraturan Pemerintah RI Nomor 74. (2008). *Tentang Guru*. Kemendiknas.
- Shulman, S. L. (1987). Knowledge and Teaching: Foundation of The New Reform. *Harvard Educational Review*, Vol. 57(1), pp. 1-21.
- USAID. (2010). *Implementing School-Based Management in Indonesia*.
- World Bank. (2007). *Impact Evaluation for School-Based Management Reform*. Washington DC: World Bank.
- Yap. I. R. & Adorio, M. P. 2008. *School Based Management: Promoting Spesial Education Programs In Local School*. *Education Quarterly*, 66 p 50-70.
- Yu, H. (2005). Pelaksanaan Pengurusan Berasaskan Sekolah di Hongkong: Pembangunan Cabaran Terkini dan Masa Depan. *Journal of Educational Change* (2005) 6: 253–275 Springer 2005 DOI 10.1007/s10833-005-5458-3.
- Umansky, I., & Vegas, E. (2007). Inside decentralization: How three Central American school-based management reforms affect student learning through teacher incentives. *World Bank Research Observer*, 22(2), 197-215.
- Undang-Undang Republik Indonesia Nomor 14 tahun 2005. *Tentang Guru dan Dosen*. Bandung: Citra Umbara.