

Development of Pedagogical Professional Competency for Muhammadiyah Elementary School Teachers

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Abstract

This research describes the pedagogical professional competency development program for Muhammadiyah Elementary School teachers as PSP Class 1. The study aims to outline a program aimed at enhancing professional pedagogical competencies in elementary schools, focusing on the development of teachers' professional pedagogical competence. This research employs a descriptive qualitative approach. The data sources include interviews conducted with five school principals and thirty-seven teachers. Data collection techniques involve interviews, observations, field notes, and documentation. The study's findings reveal that the pedagogical competency development program at Muhammadiyah Elementary School in Klaten Regency is deemed satisfactory. The school administration organizes various teacher competency development programs, including the Teacher Working Group (KKG). These programs and training activities encompass several aspects such as enhancing teachers' educational insights, curriculum development, improving understanding towards students, implementing effective and logical teaching methods, developing proficiency in lesson planning, utilizing ICT for teaching and learning purposes, and enhancing teachers' abilities in utilizing nature-based teaching methods and conducting student assessments. Several supporting factors contribute to the development of teachers' pedagogical competence in Muhammadiyah elementary schools. The driving factors behind these initiatives include support from internal school structures such as learning committees, study groups, colleagues, school psychologists, parents, foundations, and the government. The programs are tailored to meet the specific needs and conditions in the field, thereby supporting school activities as implementers of School Mobilization Force 1. Furthermore, pedagogical competency development activities necessitate a carefully planned and staged approach to ensure effectiveness and sustainability.

Key words: pedagogical competence, professional teachers, mobilizing schools.

Introduction

The School Mover Program (PSP) stands as a cornerstone initiative of the Ministry of Education, Culture, Research, and Technology (Kemendikbudristek), prioritizing the cultivation of the Pancasila Student profile. This profile underscores the holistic development of student competencies, encompassing both cognitive and non-cognitive (character) aspects. As part of the government's efforts to reform educational quality and serve as a catalyst in realizing Indonesia's educational vision of fostering lifelong learners, the mobilization of schools comprises a comprehensive set of initiatives [1]–[3]. Consequently, PSP embodies several defining characteristics, with student-centered active learning activities being one of its primary features.

To facilitate active learning, teachers must possess strong pedagogical competence. A professional teacher is defined by their ability to effectively engage students in active and meaningful learning experiences. Within School Movers, teachers are expected to innovate learning methodologies, employing differentiated instruction and Teaching at the Right Level (TaRL) approaches. Therefore, to excel in the teaching process, teachers must demonstrate expertise across various domains, including professional competence, pedagogical skills, social proficiency, personality traits, and leadership abilities [4], [5], [6].

Realizing teacher professionalism requires concerted efforts from multiple stakeholders, including the government, educational institutions, and teachers themselves. The government plays a crucial role in providing programs aimed at enhancing teacher competency through initiatives such as training, seminars, and workshops. Educational institutions must foster a supportive working environment conducive to the professional development of teachers. Meanwhile, teachers must commit to continuous learning and growth throughout their careers. According to Wijaya [7], professional skills entail a range of abilities related to managing classroom learning, collectively known as pedagogical abilities. These include effectively organizing and delivering learning materials, employing diverse teaching methods and resources, evaluating student progress, and nurturing their talents and interests.

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Teacher development in school leadership is essential to bolster school reform efforts and foster a conducive educational environment. As emphasized by S. Wijaya (2020), the quality of education hinges on the caliber of teachers guiding students. A quality teacher thrives in an environment characterized by collaboration and support, where pedagogical competence is nurtured among colleagues. Such a supportive community not only enhances teacher self-confidence but also translates into positive outcomes for students [9].

Teachers at Muhammadiyah schools must embody superior pedagogical skills and responsiveness. Educators with strong pedagogical skills can foster enthusiasm and effectively tackle educational challenges (Dewi, 2021; Nasution, 2016). Teachers play a crucial role in the learning process by instilling positive values and facilitating problem-solving and interactive experiences [12, 14, 15]. Muhammadiyah teachers are not only responsible for transferring knowledge but also for educating students to compete and thrive in the era of globalization. Therefore, activities aimed at enhancing teachers' pedagogical competence in Muhammadiyah schools are imperative for the success of the PSP program.

Research Methods

The research objectives dictated the use of a descriptive qualitative method. As stated by [16], when a problem is dynamic, unclear, holistic, complex, and rich in meaning, a qualitative approach is suitable. Aligned with the research objectives, which aim to describe the situation and conditions at the 5 Muhammadiyah Klaten Elementary Schools as implementers of the 1st Generation School Mover, this research was conducted to gather facts and information about the development of pedagogical competence in Klaten Muhammadiyah Elementary Schools. The information provided is presented in detailed sentences that are linked to the development program of pedagogical competence in Klaten Muhammadiyah Elementary Schools.

In this study, the subjects under investigation were the Principals and Teachers at Muhammadiyah Elementary Schools in Klaten Regency. The research was conducted at SD Muhammadiyah An Najah, SD Muhammadiyah Klaten Utara, SD Muhammadiyah Gantiwarno, SD Muhammadiyah Sinar Fajar, and SD Muhammadiyah PK Rabbani. The research commenced with observations in April, followed by data collection from April to June 2022.

The purpose of this research was to investigate information regarding the development of teacher pedagogical competence and the factors hindering and facilitating it. The data for the research were gathered through semi-structured interviews. According to Sugiyono (2011:233), compared to structured interviews, semi-structured interviews offer more flexibility in implementation. The interviews were conducted with key informants, including school principals, representatives of the school curriculum department, and teachers who have participated in the pedagogical competence development program. The use of semi-structured interviews allows for a more open exploration of problems, wherein interviewees are encouraged to express their opinions and ideas freely. The interviews aimed to identify issues related to the development of teacher pedagogical competence, as well as the factors impeding or supporting it. Interviews were scheduled based on the availability of the teachers, which could be during school breaks or after teaching and learning activities. The results of the interviews with the five Principals of Muhammadiyah School Movers in Klaten Regency were obtained on June 11, 2022.

Observation techniques were employed to actively observe teachers' classroom activities and gather data regarding the development of pedagogical competence programs. Documentation techniques were utilized to analyze various documents pertaining to teacher pedagogical competency development programs. These documents included photos of activities, background information on teachers (GTK), infrastructure records, and portfolios of teachers documented by the school.

The data analysis in this study utilized the Miles and Huberman model, which encompasses several activities: data reduction, data display, drawing conclusions, and verification (Miles & Huberman, 1992). In the data reduction stage, researchers' group and focus on important elements to provide a clear description of the obtained data. Subsequently, the reduced data are displayed in paragraph form to ensure neat and clear presentation. Finally, the researcher draws conclusions by describing the findings in paragraph form, and expert reviewers validate the truthfulness of the research results.

To ensure the validity of the data, triangulation of sources and methods was employed [17]. In this study, data validity was assessed through credibility, which was achieved by triangulating sources and methods. Through triangulation of sources, the researcher cross-checked data from multiple sources, thereby incorporating various perspectives of the subjects studied, particularly when investigating factors hindering the development of pedagogical competence among teachers and school principals. Furthermore, triangulation of methods was conducted to assess credibility by examining data from the same source using different methods. Specifically, the researchers compared the results of interviews with data obtained through documentation, such as information regarding educators and education staff participating in teacher pedagogical competency development programs. This approach ensured a robust validation process for the research findings.

Research Findings and Discussion

Motivating Profiles of Muhammadiyah Elementary School

The Ministry of Education and Culture (Kemdikbud) launched the School Mover program on February 1, 2021, along with the Independent Curriculum (KurMer). In Klaten Regency, five Muhammadiyah elementary schools have successfully qualified as Batch 1 School Mover. These schools include IT An Najah Elementary School, Muhammadiyah Elementary School Klaten Utara, Muhammadiyah Gantiwarno Elementary School, Muhammadiyah Sinar Fajar Elementary School, and Muhammadiyah PK Rabbani Elementary School. Table 1 provides data on Principals and Class 1 and 4 Teachers at Muhammadiyah Primary School Class 1 in Klaten Regency.

The situations and conditions necessitate Muhammadiyah Elementary Schools to continuously evolve in order to effectively implement the Batch 1 School Mover programs. Both school principals and teachers undergo training and receive support to enhance their capacities in adopting a new paradigm for learning. The School Mover Program is designed to enhance school management by augmenting the competence of school principals. Principals are equipped to steer school management in a manner that fosters learning, through leadership training, mentoring, coaching, and consultation. Furthermore, the School Mover Program leverages digital technology to optimize the performance of school principals and teachers. It facilitates data-based self-evaluation and planning processes, providing valuable insights into student learning outcomes. Additionally, the program offers support in data-based planning (PBD) to facilitate program and budget planning.

Out of the 37 research respondents, 30 were women, constituting 81% of the total, while the remaining 19% comprised 7 men. Regarding the age distribution, the demographic profile of respondents indicates that 24 individuals were aged between 25 and 35 years, 12 individuals fell within the age range of 36 to 45 years, and only 1 person was aged between 45 and 55 years. Fifteen teachers, constituting 56%, have transitioned to permanent foundation positions (GTJ), while the remaining twelve individuals, accounting for 44%, retain non-permanent teacher statuses (GTT). Regarding educational attainment, thirty-five individuals, comprising 94%, hold bachelor's degrees in education and demonstrate linear career progression. Additionally, eighteen individuals, representing almost 49% of Muhammadiyah teachers, are newcomers to Amal Usaha Muhammadiyah (AUM). Within Muhammadiyah education, 10 individuals, equivalent to 27%, have served for 1-5 years, while 10 people, or 27%, have taught for 6-10 years. Additionally, 6 individuals, comprising 16%, have a service period of 11-15 years, and only 3 people, representing 8%, have taught for more than 16 years. Consequently, there remains a significant demand for diverse teacher competency development programs, particularly those focusing on pedagogical competence.

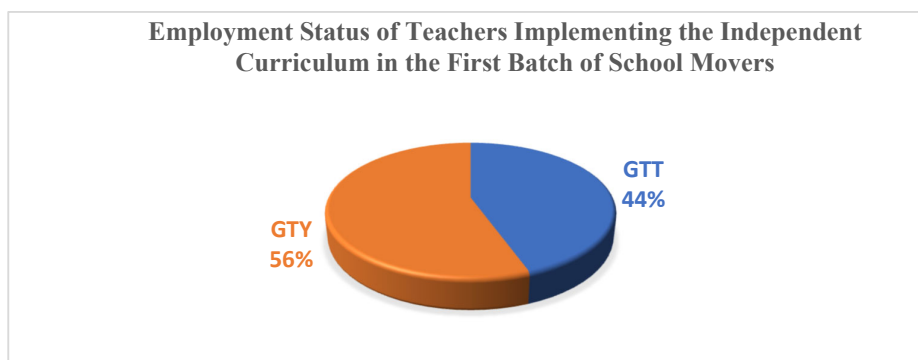


Figure 1. Employment Status of Teachers Implementing the Independent Curriculum in the First Batch of School Movers.

Development of Teacher Pedagogical Competence Program

With a considerable portion of teachers at Muhammadiyah elementary schools in Klaten Regency serving for less than 5 years, the initiation of a Teacher Competence Development Program holds significant importance, commencing with the establishment of a unified vision. Both teachers and school principals (KS) must align their visions towards school development, such as enhancing learning competencies, thereby aiding teachers in developing their own competencies. Effective practices can be further cultivated and implemented, facilitating the execution of planned programs. In alignment with the statement from SDMTSF 8 (Interview, April 2022), there is a recognized need for training to enhance pedagogical competence. It is imperative to conduct training sessions for new teachers and foster knowledge sharing among colleagues to elevate the pedagogical capabilities of every teacher within the school. For a Muhammadiyah Teacher, effectively managing the learning process within the classroom necessitates a strong foundation in pedagogical competence. This fundamental ability sets teachers apart from other professions. By continuously enhancing their pedagogical competence, teachers ensure that the learning activities they create are both meaningful and effective.

A total of 76 elementary schools within the district are founded by the Muhammadiyah and Aisyiyah foundations. Among the numerous Muhammadiyah-established schools in Klaten Regency, only five have achieved qualification as the first-tier School Movers in Indonesia. These schools serve as pilot institutions for the Independent Curriculum (KurMer) at the elementary level. Furthermore, the teaching staff at Muhammadiyah schools demonstrate commendable dedication and professionalism, evidenced by their competence in various developmental activities both within and beyond the school environment. Notably, there is a consistent focus on enhancing pedagogical competence among the majority of teachers. The tangible outcomes of this commitment are evident in the improved pedagogical abilities of Muhammadiyah teachers at the School Mover institutions. Reflecting this sentiment, the Chief Hospital expressed, regarding the pedagogical competency of teachers at Motivating Muhammadiyah Elementary School, 'In my opinion, 95% of them demonstrate professionalism as they actively engage in training, participate in PTK writing competitions, and contribute to various instructional material development activities.' (Interview, RS, March 2022).

As the head of the school and representative in the field of Curriculum or personnel, you greatly influence the condition of the teaching staff. Every year, KS and Waka design various development programs to give teachers the opportunity to develop their pedagogical competence. Teachers participate in various activities such as IHT stages, training workshops, and seminars, which feature competent individuals knowledgeable about the implementation of the Independent Curriculum (IKM).

The development of pedagogical competence is crucial for preparing teachers, especially considering that Grades 1 and 4 are the first to adopt the independent curriculum. These development activities provide teachers with valuable experience and knowledge essential for effective teaching in the classroom. However, regarding the development programs provided by the school, the head of the school has not yet prepared a plan using a systematic approach and cycle. This is because the nature of program development in the school is conditional.

In an effort to enhance teachers' teaching skills, the head of the school involves teachers in training seminars related to education. Additionally, they provide guidance and resources to support teachers' learning within the Teacher Working Group (KKG). This includes sharing best practices through the learning community, technical guidance sessions, training workshops, and various discussion forums. The school's development programs aimed at enhancing teachers' pedagogical competence encompass the following activities:

KKG (Teacher Working Group) Program

The GFC program is held once a month, bringing together teachers in various groups, including KKG for Class 1-6 Teachers and KKG for Subject Teachers. This KKG activity focuses on discussing and solving various challenges faced by teachers during the teaching and learning process. In addition to addressing these challenges, the activity also aims to foster a collaborative learning community atmosphere (KOMBEL) that encourages teachers to support one another in implementing effective learning programs. These KKG sessions involve subject teachers from every sub-district. According to SDMKU-7 (Interview, April 13, 2022), KKG serves as a platform for teachers to enhance their professional growth and pedagogy through discussions with colleagues and by sharing their training experiences, both individually and within the KKG community. Teachers regularly exchange best practices, identify issues such as IT integration, and assist each other in acquiring new competencies. Furthermore, KKG facilitates the design of enhancements to teaching modules based on the CP-TP model, ensuring that teaching strategies and modules align with learning objectives.

Program Training Teacher

Develop Outlook Education Teacher

Learning in the 21st century transcends the mere transmission of knowledge from teachers to students; it entails educators' endeavors to empower students in conceptual construction and fostering independence in problem-solving through comprehensive educational approaches. As noted by [18], educators are expected to cultivate students' cognitive, affective, and skill competencies to their fullest extent. Modern-day students possess developed skills in communication and innovation. Additionally, students engaged in reasoning-based learning demonstrate the ability to think logically, exhibit open-mindedness, and remain responsive to the novel perspectives they encounter (Rachmawati et al., 2017).

Partnerships between central and regional governments play a crucial role in offering consultative and asymmetric assistance to Knowledge Sharing (KS) and School Mover Learning Committees. It is imperative for the school community to synergize efforts in enhancing the pedagogical competence of teachers. Adopting a professional learning approach and fostering collaboration within the school community, as emphasized in [20] and [21], are essential for enhancing teachers' professional insight and skills. Effective sharing of practical experiences among teachers facilitates mutual learning and growth. Moreover, continuous exploration of one's potential, seeking diverse learning sources, and maintaining a forward-looking attitude are vital. Educators should perceive education as a dynamic process within the classroom, continually evolving to meet the needs of students.

Educational insight is a crucial component of pedagogical competence, essential for ensuring that teachers are well-prepared for the learning process. Pedagogical competencies are not only urgent but also represent the primary and fundamental requirements that must be prioritized in enhancing teacher professionalism and implementing quality

education, as emphasized in references [22], [23], and [24]. A professional teacher must be capable of understanding the broader educational landscape, including grasping the vision and mission of education, as well as the function and role of educational institutions. Being proficient in teaching alone is not sufficient. To develop a comprehensive educational outlook, school leadership is crucial. School administrators should be proactive in ongoing development efforts and regularly convene general meetings to provide teachers with updates on the curriculum and the latest trends and developments in education.

This statement is corroborated by the SDMR interview conducted in April 2022, which reveals that teachers receive consistent guidance from the school administration whenever they encounter significant challenges in implementing the Independent Curriculum (IKM). Furthermore, the school administration organizes regular meetings among teachers and provides support in the form of a library collection of books, aimed at serving as a comprehensive guide for teachers. These resources are instrumental in fostering the development of teachers' knowledge and expertise. Access to WiFi facilities enables teachers to easily search for the latest data and information related to the independent curriculum, thus facilitating their continuous learning and professional development. In addition, within a mutually supportive school community, Muhammadiyah school teachers are encouraged to understand various learning theories and principles, which in turn equips them with the knowledge needed to effectively engage with the independent curriculum. Furthermore, through collaborative efforts, teachers at Muhammadiyah school learn to apply diverse learning approaches, strategies, methods, and techniques that enhance the learning experience, making it both comfortable and meaningful for students.

Curriculum Development

The Merdeka Curriculum (Kurmer), introduced as a recovery curriculum post-pandemic, is being implemented in schools across Indonesia. However, despite its positive intentions, this policy is encountering challenges due to the limited pedagogical competence of teachers, particularly in implementing differentiated learning approaches aimed at student-centered education. As noted in references [25] and [26], curriculum changes can yield numerous benefits but also pose several challenges for teachers. The lack of development in teachers' pedagogical autonomy, as highlighted in references [27], [28], and [29], has resulted in Indonesian education failing to fully maximize student potential. Quality teachers are widely recognized as the primary factor in driving growth across various developmental areas[30].

Professional teachers possess a thorough understanding of curriculum development principles. They can proficiently discern and establish the learning objectives they intend to teach, selecting suitable learning materials and experiences to effectively achieve these objectives. Additionally, they adeptly organize learning materials in alignment with the chosen approach and tailored to accommodate the diverse characteristics of their students. A proficient teacher possesses the capacity to develop a curriculum encompassing not only technical skills (hard skills) but also soft skills and knowledge. As highlighted in reference [31], teachers play a vital role in nurturing students' soft skills, which are essential for developing life skills crucial for functioning in society. Consequently, schools must ensure that graduates are equipped not only with technical skills but also with the ability to think critically, communicate effectively, and collaborate in team settings—fundamental soft skills necessary for success in various facets of life [32].

Developing Understanding about Learners

Understanding the individual characteristics of each student can sometimes be perceived as a challenging task for teachers, often resulting in complaints. However, this understanding is essential for teachers to effectively adapt teaching materials to match the diverse needs of their students. By comprehending the characteristics of students throughout the learning process, teachers can tailor their instruction to align with each student's profile, ensuring that the material is delivered at an appropriate level. This approach enables teachers to provide personalized learning experiences that cater to the unique strengths and challenges of each student, ultimately fostering greater engagement and academic success. Each child possesses a unique set of characteristics, with their own distinct advantages and disadvantages, as noted in studies by UÇAR et al. (2017) and COSAR et al. (2015).

Therefore, Muhammadiyah school teachers, serving as implementers of the independent curriculum, are tasked with understanding the individual profiles of their students comprehensively. This includes considerations of intelligence, physical condition, cognitive development, and creativity. By gaining insights into these various aspects, teachers can create inclusive learning environments that cater to the diverse needs and abilities of all students, ultimately fostering their holistic development and academic success.

The ability of teachers to understand their students contributes significantly to the creation of a comfortable and enjoyable learning atmosphere. In this context, "fun" refers to an active, expressive, lively, and student-centered classroom environment. Learner-centered learning activities foster interpersonal communication and character development through group work, as outlined in references [35], [36], and [37]. Despite the emphasis on an active, creative, and enjoyable learning environment, it remains essential for teachers to align their instructional goals or competencies with the activities being implemented. This ensures that while the learning atmosphere may be engaging and enjoyable, it also effectively facilitates the achievement of intended learning outcomes [38].

To enhance teachers' understanding of student characteristics, the school administration provides initial instructions. Additionally, psychologists are invited to equip teachers at the start of the academic year. Teachers engage in sharing

sessions to address challenges encountered with diverse student characteristics, seeking optimal solutions. These discussions occur within the framework of Knowledge Sharing Group (KKG) activities at each educational level. Through KKG sessions, teachers acquire new insights and experiences, fostering a deeper understanding of student characteristics.

In the era of Merdeka Belajar (Freedom to Learn), professional teachers possess a comprehensive understanding of their students by employing various principles and frameworks. They utilize the principles of cognitive development to comprehend how students learn and process information. Additionally, teachers apply personality principles to understand the unique traits and tendencies of each student. Furthermore, professional teachers delve into the multifaceted characteristics of their students, considering their interests, talents, and diverse aspects such as physical, intellectual, social-emotional, moral, spiritual, and socio-cultural backgrounds. By recognizing and valuing these diverse dimensions of student identity, teachers can create inclusive and supportive learning environments that cater to the individual needs and strengths of each student.

In addition, teachers are mandated to identify student profiles or conduct diagnostic assessments in the subjects they teach. Through these activities, teachers gather early information to effectively address diverse student characteristics and identify and support students facing learning difficulties. This approach aligns with Soedijarto's statement, as cited by Permadi and Arifin (2013), emphasizing that to become a professional teacher, one must possess a deep understanding of students' backgrounds and abilities.

Educational and logical learning

In essence, learning is a process of interaction between students and the environment, resulting in changes in behavior for the better. There are many factors that influence this interaction process, including internal factors originating from within the individual, and external factors from outside the student. The teacher's primary task in learning is to create an environment conducive to the formation of good character in students.

The Merdeka Belajar program and the progressivism educational philosophy emphasize the independence and freedom of educational institutions in exploring the abilities, intelligence, and potential of students in a flexible, fun, natural, and democratic manner (Mustaghfiroh, 2020). Merdeka Belajar liberates teachers from the constraints of bureaucracy, allowing students the freedom to learn according to their preferences, which aligns with humanistic and constructivist theories, as well as the Taman Siswa learning concept (Hendry, 2020). Teachers can collaborate and synergize to share information and address various student characteristics. To foster educational and logical learning, principals organize activities such as discussions with an agenda to provide guidance to teachers, facilitating the exchange of experiences and addressing communication challenges in the classroom.

Development of Ability in Planning Learning

At Muhammadiyah Elementary School, teachers are required to develop thorough learning plans. This ensures that the learning process runs smoothly, as teachers are adequately prepared to teach. Planning the learning process from the outset enables teachers to comprehend each step that will be undertaken during the learning process. Embracing a new paradigm in learning, which is oriented towards enhancing both competence and character in alignment with the Pancasila student profile, underscores the importance of meticulous planning and execution in education. Learning with a new paradigm is facilitated through the implementation of an independent curriculum, customized to foster the development and reinforcement of competencies and character in accordance with the Pancasila student profile. This approach tailors the learning process to match the students' learning achievements, utilizing a diverse range of teaching modules, including textbooks and teaching materials tailored to the characteristics of the educational unit and students. Additionally, project-based learning methodologies are introduced to enhance the attainment of the Pancasila Student profile (P5).

In designing natural learning, teachers require supervision from the school principal. The school principal, along with the Learning Committee (KP), convenes special meetings to plan various aspects of learning. These meetings encompass discussions on curriculum planning (CP), teaching plans (TP), annual teaching plans (ATP), diagnostic assessments, formative assessments, summative assessments, teaching modules, and project modules. Typically, this activity occurs at the beginning of the academic year, ensuring that all necessary preparations are made for effective teaching and learning throughout the year.

The preparation of the learning program leads to the development of a learning implementation plan, manifesting in teaching modules and project modules as tangible products of the learning program. These modules encompass various components of the learning activity program and the program implementation process. Key components include learning outcomes, objectives, sequencing of learning activities, standard materials, methodologies, media and learning resources, allotted learning time, and other supporting resources. Input and guidance on these matters are provided by the Curriculum Division and the school administration.

Furthermore, technological advancements in the 21st century have revolutionized communication, offering innovative tools for educators. Future exemplary teachers must adeptly navigate these developments to meet the demands of the 21st century. They are tasked with constructing and designing learning experiences that resonate with students, fostering their interests, motivations, and skills while instilling noble morals in Indonesian society (Widia et al., 2021). To

excel in this role, teachers must continually enhance their pedagogical skills, enabling them to effectively guide students and design experiential learning opportunities directly applicable in real-world contexts.

Utilization of ICT for Learning Purposes

Teachers exhibit creativity and innovation in designing differentiated learning experiences through the utilization of technology. The continuous advancement of Information and Communication Technology (ICT) is driving scientific progress (source [43]). Enhancing teacher professionalism entails providing training on the effective utilization of technology. In today's educational landscape, it is imperative for teachers to possess the skills necessary to integrate technology into the learning process. The rapid growth of technology serves as a primary catalyst for the evolution of learning materials, which play a pivotal role in achieving learning success [44][45].

The teacher's proficiency in utilizing Information and Communication Technology (ICT) enables the delivery of differentiated learning experiences, thereby fostering critical thinking skills among students. Learning grounded in reasoning and critical thinking is indispensable in an era characterized by independent learning. To remain abreast of advancements in both learning methodologies and ICT, teachers must actively engage in knowledge-sharing with fellow professionals. The integration of technology into education significantly enhances the effectiveness of learning activities. A teacher adept in utilizing ICT possesses the capability to source learning materials from diverse platforms, thereby enriching students' understanding with multifaceted knowledge.

Therefore, pedagogically competent educators should be equipped with a range of competencies related to the use of ICT as a learning tool. In the fourth-grade classrooms observed across all five Muhammadiyah schools, LED facilities are available in each class. Additionally, teachers utilize projectors and computer labs provided to augment the learning process, thereby leveraging technology to facilitate engaging and interactive learning experiences.

Increase Ability Teacher in Choose Method Learning

The selection of appropriate learning methods is paramount in the teaching and learning process. As noted in [46], a teacher's adaptive ability to utilize various learning methods significantly contributes to their success in education. Adaptive teachers adeptly choose methods that align with the profiles of their students, thereby facilitating the delivery of instructional material in an effective manner. By comprehending a diverse array of learning methods, teachers are empowered to guide and cultivate both the soft and hard skills of their students.

This holistic approach nurtures students into intelligent, skilled individuals with a strong moral compass and civility, as underscored in Article 39, Paragraph 2 of Law Number 20 of 2003 regarding the National Education System. As educators tailor their teaching methods to suit the needs and characteristics of their students, they play a crucial role in shaping well-rounded individuals who are equipped to thrive in various aspects of life.

The ability to implement appropriate learning methods allows teachers to effectively address the diverse needs of students through various differentiated learning activities. Consequently, the capacity to select suitable learning methods serves as a key indicator of a teacher's pedagogical competence. At Muhammadiyah PK Rabbani Elementary School, teachers require direction and guidance from the school administration in utilizing learning methods that engage students while remaining aligned with the curriculum.

To enhance teachers' proficiency in selecting learning methods that harmonize with the curriculum and cater to students' needs, the school administration initiates activities such as the "Advanced Concrete" Study Group (Kombel) and lesson study. Through the Advanced Concrete Team, teachers have the opportunity to learn from colleagues who have successfully implemented effective learning methods. This collaborative approach fosters the development of teachers' abilities in selecting the most suitable learning methods that align with the curriculum and cater to the diverse characteristics of their students. Such initiatives are indispensable in ensuring that teachers are equipped with the necessary skills to create engaging and effective learning experiences for their students.

Develop Understanding Teacher in Assessment Activities

Assessment serves as a pivotal stage in the evaluation process of learning activities conducted by teachers to ascertain the extent of students' abilities and understanding acquired during classroom instruction. The school administration consistently provides instructions and guidelines to teachers regarding the assessment of student learning outcomes, emphasizing the importance of implementing Higher Order Thinking Skills (HOTS) in evaluation questions. This approach aids in gauging the depth of students' understanding as they engage in the learning process alongside their teachers.

Understanding students' capabilities and learning progress is essential for educators to design appropriate and challenging assessments. In the context of the Independent Curriculum, emphasis is placed on formative assessments. Formative assessment methods prioritize ongoing evaluation throughout the learning journey, enabling teachers to gain insights into students' progress and adapt instruction accordingly. This iterative process not only fosters a deeper understanding of individual student needs but also serves as a barometer of the efficacy of differentiated learning approaches. By prioritizing formative assessment practices, teachers can effectively tailor instruction to meet the diverse needs of their students, thereby optimizing learning outcomes.

Understanding Teacher in Assessment activities will focus on the principles of assessment, evaluation of learning processes and outcomes in accordance with the characteristics of the subject, and determining the characteristics of the subject being taught. Determine assessment and evaluation procedures for learning processes and outcomes. Develop assessment and evaluation instruments for learning processes and outcomes. Administer assessments of learning processes and outcomes on an ongoing basis using various instruments. Analyze the results of assessment processes and learning outcomes for various purposes. Evaluate learning processes and outcomes.

According to the interview results from SDMSF-1, it is stated that our school has begun to reflect on every activity, both during supervision between colleagues. The hope is that this can be implemented in all activities, enabling colleagues to learn from each other. Colleagues reflect on teaching modules and learning activities. Professional teachers must always be creative and innovative. There is a continual need for trainers to practice so they can adhere to existing rules. In teams, teachers exchange knowledge and seek solutions to every problem. They strengthen and support each other in the changing school and educational climate.

The school also schedules assessment materials during Learning Community activities (Kombel) so that teachers can discuss the implementation of student assessment studies with each other. The school also mandates that teachers assess the process and results through oral and written tests, as well as practice sessions with students after the learning materials have been delivered. Proper selection of learning assessments for students will make it easier for teachers to gauge the success of their material delivery. Additionally, learning assessments help teachers understand learners' comprehension of the material taught. Assessments are carried out to determine changes in behavior and increase student competence. Assessment plays a vital role in differentiated learning.

Strategic Planning for Teacher Competence in Pedagogical Development

Each Muhammadiyah elementary school has a special division responsible for improving the competence of its teachers. For instance, there is SD Muhammadiyah which has a Research and Development (R&D) Division, HR Division, and Personnel Division, albeit with different names. However, these divisions essentially make plans for developing pedagogical competence in schools. Muhammadiyah elementary schools are currently implementing programs for the development of pedagogical competence, and planning is always a crucial part of this process. During the planning phase, there are parties responsible for providing comprehensive answers to the planning process, and there are also those involved internally to ensure the smooth implementation of the program.

The R&D and Personnel divisions, along with relevant stakeholders, collaborate to create plans related to the development of pedagogical competence programs. These plans are initiated by the Muhammadiyah Foundation, and external parties such as schools, universities, and training committees may also be involved through established linkages. Typically, the principal and deputy principal discuss matters related to upcoming programs. However, some Muhammadiyah elementary schools do not formalize their plans in draft form; instead, program implementation occurs based on identified needs. Teacher Pedagogical Competency Development is undertaken in response to specific problems identified among teachers, necessitating training, guidance, and budget support. Accordingly, planned and systematic approaches are required for effective teacher pedagogical competency development programs.

Implementation Strategies for Pedagogical Competence Enhancement

The development program at Muhammadiyah Elementary School, as an implementer of Class 1 School Mover, specifically focusing on pedagogical competence, has been conducted successfully, achieving the expected objectives, albeit without a certain planned approach. Muhammadiyah Elementary Schools that qualify to become School Movers possess various advantages, including assistance from facilitators. Through this program, qualified School Movers, both principals and teachers, receive diverse learning assistance with a new paradigm, adopting a simpler and more holistic learning achievement model. There are two types of development in the school:

Development in an informal manner

Teachers at Muhammadiyah Elementary School are actively striving to develop their competence and expand their knowledge base by learning from various sources such as books, attending different training sessions, and engaging in self-study through the Merdeka Mengajar Platform (PMM). Additionally, they seek information not only from one but from multiple sources. Teachers are encouraged to continuously seek new knowledge and diverse perspectives to enrich the materials they teach. Participation in various types of training and engaging with different resource persons helps them enhance their competence. However, some teachers have expressed feeling overwhelmed by the multitude of available sources.

Formalized Development Initiatives

To achieve teacher professionalism, concerted efforts are required from various stakeholders, including the government, educational institutions, and teachers themselves. The government should implement programs aimed at

enhancing teacher competency through initiatives such as training, seminars, and workshops, to support school mobilization. School administrators should create opportunities and offer full support for teachers in their competence development endeavors. Additionally, teachers are expected to demonstrate a commitment to lifelong learning. Through these collective efforts, it is envisaged that teacher professionalism will be elevated, leading to the success of the PSP program.

The principals at Muhammadiyah Elementary School are committed to providing teachers with opportunities to develop their competencies through the Teacher Competence Development Program conducted within the school premises. Additionally, school administrators consistently encourage teachers to participate in self-development activities organized by external institutions. Teachers are given the freedom to engage in various forms of education and training, whether conducted within the school or outside institutions.

- a. The GFC consists from Teacher eye lessons in the district among them, IPAS , PAI, PJOK, Tahfidz.
- b. PMM (Free Teaching Platform).
- c. Lesson Study in a learning community (Kombel).
- d. Internal discussions between teachers and school principals are conducted on an ad-hoc basis, as they are not yet formally scheduled. These discussions are contingent upon the perceived necessity, and if deemed necessary, they are arranged accordingly.
- e. Seminars and workshops often feature guest speakers who are experts in their respective fields. For instance, workshops within the Merdeka Curriculum initiative frequently invite resource persons from BBGP (Badan Bahasa dan Guru Pembina) and host various related activities to enrich the learning experience.
- f. Training sessions include: Independent Curriculum Training, Teaching Module Creation Workshops, Differentiated Learning Workshops, P5 Training Sessions, Diagnostic Assessment Training, Project Module Creation Workshops conducted by the Human Resources Development Division or Personnel Division, as well as Research and Development (R&D) divisions within schools, and those organized by external institutions.

The implementation of the program for developing pedagogical competence is crucial for achieving the school's objectives of enhancing teachers' abilities and skills, particularly in the teaching and learning activities. This program is vital for schools as it facilitates the continuous development of teachers to effectively engage students in the learning process. Through the pedagogical competency development program, teachers acquire updated experiences and knowledge related to independent curriculum learning processes, classroom management techniques, and instructional design methods. Additionally, this development initiative enables teachers to enhance their quality and capabilities, particularly in effectively managing classroom learning environments.

Natural obstacles in implementing the Program for Developing Pedagogical Competence

There are internal constraints as well as external ones in implementing program development competence pedagogy. The issue lies in implementing the School Mover curriculum in Indonesia with the limited pedagogical competence of teachers in differentiated, student-centered learning. Additionally, changing the curriculum brings about many benefits and some obstacles for teachers [25], [26]. Every program has factors that either support or hinder the program's activities. Similarly, in the case of following the activity program development of pedagogical competence in 5 Muhammadiyah elementary schools, interviews with teachers revealed various obstacles, both internal and external. The most commonly experienced obstacle by para-teachers in developing competence in activities is a lack of time.

There are several factors that become obstacles, as illustrated in Figure 4, when following the Program Development Competence Teacher Pedagogy (PPKPG). The first factor is the lack of mentoring, where teachers require more guidance, especially as pioneers in implementing the independent curriculum. Second, the new curriculum poses challenges because changes make it difficult for teachers to implement PPKPG, especially in curriculum development and educational unit operations (COSP). Third, there is the infrastructure factor, as inadequate facilities and infrastructure, coupled with the significant amount of funds that must be borne, are considerations, particularly for schools with private status. Fourth, there are various sources contributing to the human resources (HR) factor (Source Power man) that aid implementation. However, this diversity of sources often confuses teachers when receiving various training content provided. Fifth, there are many new teachers who have just undergone the Program Development Teacher Pedagogical Competency (PPKPG). These new teachers have GTT status, meaning schools must develop their pedagogical competence from scratch. Sixth, there are limited references available. Seventh, there is the talent and interest factor, which sometimes leads to teachers being unwilling to develop their pedagogical competence. Eighth, the time factor is significant because of the multitude of school activities, both co-curricular and extra-curricular, as well as the various assignments given to para-teachers in different school divisions/fields.

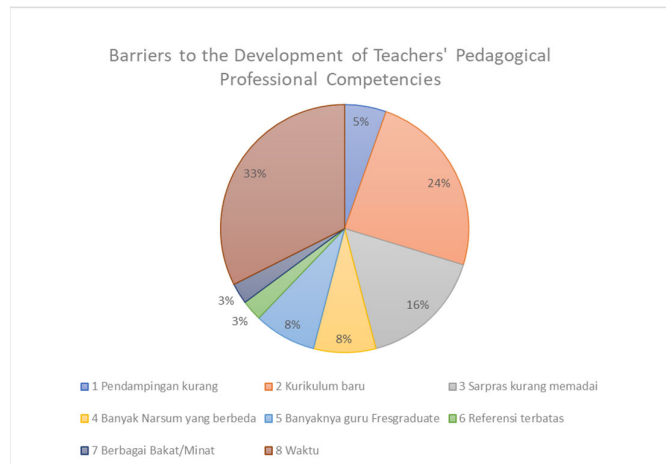


Figure 2. Program Barriers Development Pedagogical Competency for Teachers (PPKPG)

Development Program Supporting Teacher Pedagogical Competence

The support for the development program of pedagogical competence most felt by teachers is the support from the school through the principal. The principal provides moral support, adequate school infrastructure, and time and material support. Several supporting entities contribute to the development of teachers' pedagogical competence in Muhammadiyah elementary schools. These include support from learning committees, study groups/*kombel*, colleagues, school psychologists, parents, foundations, and the government. The primary source of support that teachers receive is mostly from the schools.

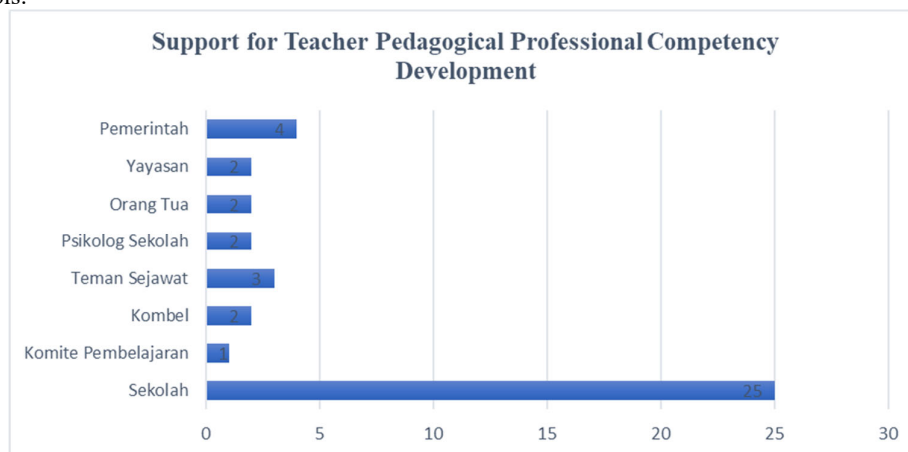


Figure 3. Support for Teacher Pedagogical Professional Competency Development.

Monitoring the Development Programs for Teacher Pedagogical Competence

Monitoring carried out in the development program of pedagogical competence is very necessary as an evaluation of the achievement of program objectives. According to [47], it's revealed that supervision and evaluation, mentoring, education and training, and mutual understanding among teachers are important for carrying out evaluations. The principals at SD Muhammadiyah also implemented a reward program and punishment system. This program serves as a medium for implementing supervision in the development program of pedagogical competence, ensuring that program objectives are achieved and progress smoothly. With these rules in place, all stakeholders and members involved in the program development activity have their own standard implementation (SOP) and understand the goals, rights, and obligations.

Some of the efforts made by SD Muhammadiyah to enhance the competence of its teachers include conducting pre-supervision, supervision carried out by KS or supervisors, enhancing discipline, providing various teaching resources, sports equipment, and LEDs to support learning. They also organize regular general meetings between the principal and teachers, seminars, IHT (In-House Training), workshops, and inter-school visits/learning studies to gather knowledge and experiences from teachers of other schools. Additionally, they actively participate in various research studies aimed at addressing educational problems that still require solutions.

The principal and deputy head of the school conduct supervision in the form of curriculum field supervision. The curriculum division creates a supervision schedule for each teacher, overseen by external supervisors, to measure success in the development program for teachers. Academic supervision is conducted twice a year. Supervision is very important for ensuring that activities run smoothly. Additionally, good cooperation among stakeholders is necessary to ensure program completion. Activities are then evaluated to ensure they align with the planned objectives. There are two forms of supervision carried out by the school principal in monitoring the development program for teachers' pedagogical competence. First, scheduled supervision is conducted twice a year. Second, monitoring is based on the results of the teacher's attendance list in activities related to the development of pedagogical competence. Teachers who participate in training with other institutions share their knowledge and insights gained during external training with other teachers at the school.

The benefits of participating in the Program Development of Pedagogical Competence

Becoming a lifelong learner should be the passion of professional teachers, and one way to achieve this is by actively participating in programs for the development of pedagogical competence. Professional educators who prioritize continuous learning can better meet the demands of the 21st century by ensuring that the learning process is student-centered. This commitment to ongoing learning not only hones their skills but also enhances students' interest and motivation to learn, fostering the development of morally upright individuals [42][38]. The various pedagogical competency development programs implemented by the five Muhammadiyah elementary schools undoubtedly yield numerous benefits for both teachers and schools. Participating teachers gain access to a wealth of teaching methods, including differentiated instruction, module creation, project-based learning, and various applications tailored to students' needs. Additionally, teachers stay updated on the latest curriculum developments and other relevant teaching-related matters, enhancing their mastery of classroom materials and refining their teaching methodologies for the benefit of their students.

Teachers serve as the driving force for positive change within schools. Their passion for learning indirectly contributes to students' progress. Professional development for teachers can be achieved through various activities, such as conducting research and producing scholarly papers in the field of education, developing teaching materials and resources, utilizing educational technology for enhanced learning experiences, creating artistic works, designing subject-specific teaching aids, and actively engaging in learning communities to improve the curriculum. With teachers' enthusiasm fostering creativity and innovation in teaching, not only do their own abilities improve, but the quality of education for students also advances [48].

Evaluation of the implementation of the Pedagogical Competence Development Program

Evaluating the implementation of development programs in pedagogical competence is important to determine the level of success. During the development of pedagogical competence activities, the school head, along with the Research and Development Division or Human Resources (HR) or Personnel Division, should carry out evaluations to assess the implementation of teacher development programs in schools.

The principal oversees the development program activities for general pedagogical competence, typically through supervision conducted 1-2 times a year. During these supervisory activities, the implementation results of pedagogical competency development activities are observed, starting from monitoring teaching methods used by teachers in the classroom and their use of instructional media. Additionally, evaluations are conducted by contacting teachers who were not present during pedagogical competence development activities. Evaluations are also carried out every semester through satisfaction questionnaires/surveys given to students and parents regarding teachers' discipline and their use of teaching methods in the classroom. Utilizing a database containing the results of satisfaction questionnaires/surveys for educational services facilitates the evaluation process for the school principal and other designated representatives in assessing teachers.

Conclusion

Based on the research conducted on the program development of pedagogical competence at Muhammadiyah Elementary School in Klaten Regency, it can be concluded that the program implemented by SD Muhammadiyah Klaten Regency is sufficiently good. The activities and programs carried out by the school administration to develop teachers' pedagogical competence include the KKG (Teacher Working Group) program and various training activities. These activities focus on enhancing teachers' educational insights, curriculum development skills, understanding of students, implementation of effective and logical teaching methods, development of lesson planning abilities, and utilization of information and communication technology for educational purposes. These efforts aim to improve teachers' teaching methods and their ability to evaluate student learning outcomes.

Several factors support the development of teachers' pedagogical competence in Muhammadiyah elementary schools. These factors include internal support from the school, educational committees, study groups, colleagues, school psychologists, parents, foundations, and government entities. However, it's worth noting that this program is tailored to

current needs in supporting school activities as part of School Mover 1. Additionally, the development of pedagogical competence requires a well-planned staged approach to ensure effectiveness and sustainability.

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