

Pedagogic Competency Profile: A Review of Learning Transformation as Learning Conditioning on Student Portfolio Ability

Ratnawati Susanto^{1*}, Yuliati Yuliati², Yulhendri Yulhendri³

¹⁻³ Universitas Esa Unggul, Indonesia

Email: ratnawati@esaunggul.ac.id^{1*}, yuliati@esaunggul.ac.id², yulhendri@esaunggul.ac.id³

*Corresponding author: ratnawati@esaunggul.ac.id

Abstract: The condition and situation of education after the Covid 19 Pandemic caused "Learning Loss" and "Learning Outcomes Loss". It takes a learning experience by providing students' reasoning insights and intellectual competence through a portfolio. The presence of educators with the ability to transform learning is needed as a learning conditioning for the ability of students' portfolios. Quantitative research using a Likert scale questionnaire instrument constructed and developed from the teacher assessment system and David M. Johnson's portfolio. The population is 80 teachers and 80 students of grade VI elementary school in the Kebon Jeruk area, West Jakarta. The findings of the study provide information that the ability of students' portfolios can be constructed and optimized through learning transformation with three dimensions in the form of active participation and success of students, assessment and feedback on the progress of learning experiences and management of students and learning materials.

Keywords: Pedagogic competency profile, learning transformation, learning conditioning, student portfolio.

1. INTRODUCTION

The ability of Indonesian students based on the 2018 *Programme for International Student Assessment* (PISA) survey shows that literacy and numeracy skills are in a low position at 74th out of 80.(Ministry of Education and Culture, 2022). When the condition of low literacy and numeracy skills has not improved, all countries in the world, including Indonesia, have been hit by the Covid 19 Pandemic. This causes "Learning Loss" and "learning outcomes loss" (Maldonado & De Witte, 2022). Therefore, it is important for learning transformation to occur as a learning conditioning that focuses on changing the learning environment of active students, which is filled with the development of teachers' pedagogical abilities for the application of appropriate technology that facilitates active, meaningful and profound learning and is accompanied by the ability for reasoning and intellectual competence.(Verlie, 2021)

The form of learning transformation into a learning conditioning is identified with the teacher's ability to provide the pillars of the learning process, which includes the teacher's ability to provide opportunities for students to actively participate in having a learning experience and have the opportunity to gain success, the ability to assess and feedback on the progress of the learning experience during the learning process, as well as the ability to manage students and learning materials.(Johnson, H, 2001) The three pillars of teachers' abilities are fulfilled by the creation of comfortable learning conditions, free from fear and stress and the

availability of humanist and educational interaction spaces with various available learning resources. (Susanto, 2018; Ulfatin, Nurul; Zahro, 2022)

Learning transformation that is loaded with the three pillars of conducive situations becomes a patterned structure for changing learning behavior. (Walker & King, 2002). An overview of student characteristics needs to be realized by teachers using portfolios, on the basis that the use of portfolios can describe learning progress over time in a sustainable manner, measure holistically how students think, put forward their rational thinking, organize work, measure the achievement of their learning goals and reflectively, (NG Ligado et al., 2022). The use of a portfolio reflects environment-based learning and at the same time provides meaningful learning and discovery-based learning, then the portfolio can also be an assessment that measures the depth of learning and learning progress of students. (Eutsler et al., 2023). Portfolios are significantly an assessment technique that can optimize student achievement. (Zakaricya et al., 2023)

The use of portfolios in measuring holistic learning progress is still very low and requires high commitment, due to the teacher's ability to apply focus and assessment procedures. (Chamdani, 2019). Another thing was also revealed about how the post-Covid-19 pandemic has had an impact on students' low ability in knowledge, level of scientific thinking and thinking, problem-solving or the ability to argue and present reasons. (Mazyck, 2021). Some study analyses that focus on the need for learning transformation

2. LITERATURE REVIEW

The characteristics of *student assessment* are realized when teachers have assessment literacy skills, namely the ability of teachers to measure student profiles in a complete way that describes student abilities and these abilities support teachers to make decisions related to learning. (Clark, 2022). The structure of the situation as a condition for students to have behavior is emphasized at the beginning of students learning in elementary school and must be integrated into the condition of critical and systematic thinking skills, creativity and the ability to work together and the ability to solve problems in accordance with the stages of elementary school children's development. (Hartono et al., 2022). To support this, it is very necessary to have a meaningful assessment that needs to be designed by teachers with the scope of student assessment.

One form that is still a problem in teachers' abilities is the emphasis on how teachers apply academic learning skills, reasoning skills and competencies, attitudes, work habits, assessment focus, assessment procedures and places used in conducting assessments. (Chamdani, 2019).

The ability of teachers to maintain *academic learning*, especially in the era of the covid 19 pandemic, is limited to how to optimize student knowledge, but is low in terms of student understanding, especially in the aspect of students' ability to maintain their knowledge and understanding. (Mazyck, 2021). The low ability to maintain knowledge and understanding has an impact on *reasoning skills*, students have difficulty in focusing on thinking concepts, the ability to use scientific thinking, how to solve problems, and how to build argumentative skills. (Mazyck, 2021).

Teachers also need 21st century skills in performing their roles, especially with demands related to *student assessment*, where teachers are faced with skills and competencies that focus on oral and written communication skills, the ability to organize information, the ability to use technology, the ability to manage stress, the ability to manage differences and the ability to manage conflicts. (Bahtiyorovna, 2022). Not only this scope, the *teacher's attitude* is a factor that is very much needed and has not been measured in terms of how interest in learning, commitment, responsibility, interest in reading, reasoning ability, *respect*, and appreciation of differences.

Teachers also need to have a focus and procedures and environment that is used to assess students as a whole, Teachers need to have an assessment focus that includes the learning process, teaching process, learning outcomes and how the teaching results are achieved. (Jesús & Moldavan, 2022) How teachers carry out the assessment procedure, whether using standardized tests, teacher-made tests, presentations, whether individual projects or classes, portfolios, observations, interviews, questionnaires, learning logbooks or journals and how they are composed. (Bouzeghrane & Zouaghie, 2022; Hidayah et al., 2022; Jena et al., 2014) No less important is where the place is usually used to conduct the assessment. (Semken & Freeman, 2008).

The condition of teachers which includes the application of *academic learning skills, reasoning, skills and competencies, attitudes, work habits*, assessment focus, assessment procedures ~~and the place~~ used in conducting assessments does not receive the focus of full attention as an aspect in the development of pedagogical competence. This is very basic for the *Analysis of Pedagogic Ability of Elementary School Teachers in Conducting Student Assessments*, considering that the low focus of student ability is very based on the teacher's competence in conducting authentic and meaningful assessments to students.

3. METHODS

Research with a quantitative approach with a descriptive type of research. The respondents amounted to 80 teachers from 8 schools in the West Jakarta kodya education area, DKI Jakarta Province. Sampling with total sampling. Data collection is carried out through *an online platform*. The Student Assessment research instrument is constructed and developed from the concept of David M. Johnson. (W. Johnson, David; T. Johnson, 2002) and used a five-option Likert scale to measure the frequency of behavior i.e. always, often, rarely, sometimes, never. The instrument consists of 8 dimensions which include *academic learning, reasoning, skills and competencies, attitudes, work habits, assessment focus, research procedures and research venues*. The data was analyzed using descriptive analysis techniques.

4. RESULTS

The findings of the study from 80 respondents with 8 schools in the Region II Education Office area of the West Jakarta Administrative City provided data on student assessment that described teachers' abilities in the dimensions of academic learning, reasoning, skills and competencies, attitudes, work habits, assessment focus, research procedures and research places. The description of these dimensions can be summarized as follows:

Table 1. Academic Learning Data

Number	Academic Learning	Always	Often	Infrequently	Sometimes	Never	Sum
1	Knowledge	100	0	0	0	0	100
2	Understanding	75	15	10	0	0	100
3	Ability to maintain knowledge and understanding	50	20	15	10	5	100
Average		75	12	8	3	2	100

Based on table 1, it can be explained that the ability of teachers to conduct academic learning assessments is 75 out of 100 teacher respondents or reaching 75% of teachers.

Table 2. Reasoning Ability Data

Number	Reasoning	Always	Often	Infrequently	Sometimes	Never	Sum
1	Reasons for behaving	25	10	30	10	25	100
2	Concept of thinking	30	15	20	15	20	100
3	Scientific way of thinking	30	15	20	10	25	100
4	How to troubleshoot	25	15	20	15	25	100
5	How to argue	40	20	20	5	15	100
Average		30	15	22	11	22	100

Table 2 explains that teachers' ability to develop thinking is still at a low level of 30 out of 100 or covering 30%.

Table 3 Skills and Competency

Number	Skills and Competencies	Always	Often	Seldom	Sometimes	Never	Amount
1	Oral communication skills	20	15	20	20	25	100
2	Writing communication skills	15	20	20	25	20	100
3	Ability to communicate work	25	20	20	10	25	100
4	Ability to organize information	15	25	25	15	20	100
5	Ability to use technology	25	20	15	20	20	100
6	Ability to manage stress	25	20	20	25	10	100
7	Ability to manage differences	20	25	15	15	25	100
8	Conflict management skills	35	20	20	10	15	100
	Average	23	21	19	18	20	100

Table 3 explains that teachers' skills and competencies in their application to the learning process are at 23% (low), with the scope of skills that still require a focus on coaching and development: (1) oral communication skills (20%), (2) written communication skills (15%), (3) work communication skills (25%), (4) information organization skills (15%), (5) technology use skills (25%), (6) stress management skills (25%), (7) the ability to manage differences (20%), and (8) the ability to manage conflicts (35%).

Tabel 4. Attitude

Number	Attitude	Always	Often	Seldom	Sometimes	Never	Amount
1	Interest in learning	35	10	20	15	20	100
2	Commitment	30	20	20	10	20	100
3	Responsibility	20	10	15	20	35	100
4	Interest in reading	20	20	20	15	25	100
5	Reasoning ability	25	25	10	25	15	100
6	Respect	20	15	20	15	30	100
7	Ability to manage differences	15	20	20	20	25	100
8	Conflict management skills	20	30	20	15	15	100
	Average	23	19	18	17	23	100

Tabel 4 menjelaskan attitude guru dalam proses pembelajaran mengandung 8 bentuk, yaitu Minat belajar, Komitmen, Tanggung Jawab, Minat membaca, Kemampuan penalaran, Rasa hormat, Kemampuan mengelola perbedaan, dan keterampilan manajemen konflik, dengan capaian 42 % penerapan sementara masih terdapat 58% tidak menerapkan.

Table 5. Work habits

Number	Work Habits	Akways	Often	Sekdom	Sometimes	Never	Amount
1	Use time effectively	15	15	30	15	25	100
2	Quality oriented	25	20	15	20	20	100
3	Doing work with ever-increasing targets is better	30	15	15	15	25	100
4	Emphasizes the formation of values in doing assignments	20	10	20	25	25	100
Average		23	15	20	19	24	100

Tabel 5 menunjukkan kebiasaan kerja sebesar 38% pada aktivitas menggunakan waktu secara efektif, berorientasi pada mutu, melakukan pekerjaan dengan target yang terus meningkat lebih baik, menekankan pembentukan nilai-nilai dalam mengerjakan tugas.

Table 6. Assessment Focus

Number	Assessment Focus	Always	Often	Seldom	Sometimes	Never	Amount
1	Learning process	15	15	25	20	25	100
2	Teaching process	20	20	20	20	20	100
3	Learning outcomes	20	15	20	20	25	100
4	Learning outcomes	20	20	20	15	25	100
Average		19	18	21	19	24	100

Table 6 shows that the focus of the assessment is on the learning process, teaching process, learning outcomes, and learning outcomes are effectively at 37%.

Table 7. Assessment Procedure

Number	Assessment Procedure	Always	Often	Seldom	Sometimes	Never	Amount
1	Standard test	15	20	30	10	25	100
2	Teacher's test	25	15	20	20	20	100
3	Presentation	25	15	20	20	20	100
4	Individual/class projects	25	15	20	20	20	100
5	Portfolio	20	20	20	20	20	100
6	Observation	20	20	25	15	20	100
7	Interviu	15	20	25	20	20	100
8	Questionnaire	20	25	15	20	20	100
9	Learning logbook/journal	15	20	20	25	20	100
10	Composition	20	10	20	25	25	100
Average		20	18	22	20	21	100

Table 7 shows that the assessment procedures that are often carried out by teachers in the teaching process reached 39% with achievements covering 10 procedures ranging from standard tests, teacher tests, presentations, individual/class projects, portfolios, observations, interviews, questionnaires, learning notebooks/journals and compositions.

5. DISCUSSION

The data shown in table 1 provides information about the applicability and assessment of students and at the same time illustrates the ability of teachers to manage the meaning of assessments. Teachers' ability in academic learning has been effective, especially very effective in the aspect of knowledge and comprehension assessment, but still very ineffective in the ability to maintain knowledge and understanding. This needs to be the attention and focus of teacher development. In line with Mazyck's research findings that teachers are still ineffective in terms of students' ability to maintain their knowledge and understanding. (Mazyck, 2021). This fact also supports the findings of low pedagogic competence of teachers in DKI Jakarta Province which gave birth to the findings of the need for a model for the development of teacher pedagogic competence in DKI Jakarta. (Susanto, 2021)

The information obtained from Table 2 is that the scope of ability in the aspect of reasoning still needs to be the focus of attention, which includes (1) the ability to state reasons for behavior (25%), (2) the ability to apply thinking concepts (30%), (3) the ability to think scientifically (30%), (4) the ability to solve problems (25%), and (5) the ability to debate (40%). According to Efi Paparistodemou (2008), the conditioning of reasoning ability needs to be developed at an early age through dynamic learning. (Paparistodemou & Meletiou-mavrotheris, 2008). Reasoning skills need to be improved as part of teachers' abilities because the development of reasoning skills is closely related to= locus of control ability, academic engagement and achievement of process skills. (Kenneth G, Tobin; Capie, 1982).

The data from table 3 explains that the ability to communicate orally, in writing, and communicating the teacher's work/duties is a key ability related to efforts to condition and improve students' critical thinking skills. From the 8 types of skills, it can be seen that all these skills still need to be developed fundamentally. Some of the focuses that can be done are: 1) increasing the effectiveness of oral communication skills through developing teachers' ability to convey information clearly and interestingly in order to be able to condition the level of student understanding, 2) teachers condition written literacy as a writing ability that can be directed to assist students in understanding the material and conveying ideas and ideas, 3) the focus of development also needs to be directed to the ability to communicate work tasks Clearly with the level of active involvement of students, 4) development also needs to be strengthened in the ability to organize information with the formation of constructivistic theories to build knowledge and understanding, 5) the use and empowerment of technology in learning needs to be done to increase student understanding and involvement through interaction with technology, 6) and no less important is to condition students to be able to manage emotions

and stress for conditioning a productive, effective and conducive learning atmosphere, 7) to support diversity and differences in the classroom, creating an environment that respects diversity needs to be done fundamentally so that the achievement of the Learning TI Live Together Learning Cup strengthens social constructivistic learning, 8) and is equipped with the ability to manage conflicts for the creation of an educational and constructive environment. The improvement of these 8 abilities will greatly affect the quality of learning and professional development continuously and to become a teacher competence.

The data in table 4 shows that most teachers with an achievement rate of 58% do not have an effective attitude in learning. Some of the focuses that need to be developed are: 1) how the teacher's attitude in paying attention to the problem of learning interest to create a conducive learning environment and with high enthusiasm so as to motivate students to feel interested in learning, 2) commitment to be the basis of teachers in developing innovative learning methods that are tailored to learning objectives and student characteristics, 3) the third attitude that needs to be developed is the responsibility to ensure that students have equal opportunities to have student involvement in the learning experience, 4) development of reading interest in an effort to facilitate teachers to innovate in the development of teaching materials and materials, 5) develop good reasoning skills so that they have the ability to guide students to think reasoning and critically, 6) habituate respectful behavior towards everyone in an effort to condition a respectful learning environment, 7) developing the ability to manage differences in diversity. This ability is important to create an inclusive classroom. Teachers need to be able to appreciate and handle differences in students' backgrounds so that all students feel welcome. 8) Conflict Management Skills, This skill is crucial to handle problems that arise in the classroom. Teachers who are able to manage conflicts well can create a harmonious learning environment.

Conclusion

The achievement of 42% in the implementation of these attitudes shows that there is still a lot of room for improvement. Focusing on professional development and relevant training can help improve teacher attitudes, which in turn will have a positive impact on the learning process.

6. CONCLUSION

Based on the research data and discussion, the findings of the study show that: (1) 75% of teachers conduct academic learning assessments, (2) 30% of teachers conduct reasoning ability assessments (reason/basis), (3) 67% of teachers conduct skills and competency

assessments, (4) 72% of teachers conduct attitude assessments, (5) 73% of teachers conduct work habits assessments, (6) 83% of teachers focus on assessment, (7) 32% of teachers use assessment procedures, and (8) the places used by teachers in conducting assessments are school environments, public places, classrooms, and homes. The conclusion of the study shows that teachers' ability to implement student assessment meaningfully is in an effective condition in the aspects of academic learning and assessment focus, but still not effective in the aspects of reasoning, skills and competencies, attitude, work habits, and assessment procedures. These findings provide information that the structure of learning experiences carried out by teachers to help student behavior as a learning outcome through student assessment is in an ineffective condition and can be interpreted that teacher assessment literacy still needs to be developed very fundamentally because low assessment literacy is a predictor of low student ability and learning outcomes. . Henceforth, the results of this study can be used as a reference in the research and development of a student assessment model based on total quality teaching and learning.

LIMITATION

The study was based on a limited sample and data may be taken from an unrepresentative sample, so the results cannot be generalized to a wider population.

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