

Analysis Technological, Pedagogical and Content Knowledge (TPACK) Competency of SKI Teachers at MAN 2 Model Medan

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ABSTRACT

The world is currently in turmoil is in the 4.0 era, meaning the world is in a heyday to sophistication technology. Development increasingly technology fast possible potential to all aspect including in the world of education. Everything that smells renewal naturally own possible impact to direction positive and also negative. Everything depends to individual each of them. is change That used to good direction or No. If done to good direction so naturally change the worth positive. Vice versa, if done to negative direction , then neither did the results obtained Good . Teachers are considered as someone who is perfect, p This because the teacher is considered as a person of merit in make somebody so that become success . In writing study This researcher use method nature research qualitative. Study qualitative nature to collection information with forms of data and documents as supporter facts on the ground. Result of study This show that the CK ability of the teachers at MAN 2 Model Medan is already OK, the PK skills of the SKI teachers at MAN 2 Model Medan are also good enter to good category, temporary Kindergarten abilities of SKI teachers in MAN 2 Model Medan are still Not yet Good. This matter seen from response students who feel bored in learning. The way it should be need improved returned by the teachers viz enhancement in control Technology and its applications in learning. This matter aim For makes it easier in delivery teaching materials and make it easy in reach objective learning.

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INTRODUCTION

Currently the world is in the 4.0 era, meaning the world is in a heyday of technological sophistication. The increasingly rapid development of technology has potential for all aspects, including the world of education. (Alimron, Syarnubi, & Maryamah, 2023) Everything that smells of renewal certainly has an impact that can be both positive and negative. It all depends on each individual. (Ali & Syarnubi, 2020) Whether the change is used in a good direction or not. If it is done in a good direction then of course the change will be positive. Likewise, if done in a negative direction, the results obtained will not be good. (Fauzi, Syarnubi, Andriani, & Romli, 2023)

A teacher is considered a perfect person, this is because a teacher is considered a person who is instrumental in making someone successful. (Arisca, Karoma, Syarnubi, & Ahmad Syarifuddin, 2020) Like a teacher, Finland places great emphasis on the quality of education. This country is one of the countries where the quality of education is superior and academic. And it turns out that the key to educational success is the quality of the educators. (Ballanie, Dewi, & Syarnubi Syarnubi, 2023)

It can be said that the teachers who teach in Finland are the best quality teachers. This is different from Indonesia, where the quality of the teachers is still far from superior.

The noble profession of a teacher requires 4 competencies that must be possessed, including: pedagogical competence, personality competence, social competence and professional competence. In Law no. 14 of 2005 concerning Teachers and Lecturers and Government Regulation Number 19 of 2005 concerning National Education Standards state that a teacher is a professional educator. (Hawi & Syarnubi, 2018) A professional educator must have a minimum academic qualification of a bachelor's degree or at least a diploma (IV), be able to master various competencies, have an educational certificate, be physically and spiritually healthy. Among the competencies above, what teachers need to improve their quality is in the field of technology. (Febriyanti, Ismail, & Syarnubi, 2022)

Not only in the general field, it turns out that technology has also led to the world of education. (Fitriyani, Dwi, Mansur, & Syarnubi, 2020) Of course, this has a very significant influence. It can be seen from teaching, the learning process, learning media, technical educational services and matters related to the world of education and teaching. (Sari, Sukardi, & Syarnubi, 2020) All teaching in educational institutions has begun to collaborate technology with education. (Harto & Syarnubi Syarnubi, 2018)

Seeing the progress in the use of technology in the world of education. So this is a strong cause and reason for teachers and education staff to be able to prepare and equip themselves to face these changes. With the hope that learning objectives can be more achieved and implemented in accordance with the needs of the times. (Hartati, Achadi, Syarnubi, & Muhammad, 2022)

This is also strongly emphasized by the Minister of Education Regulation No. 16 of 2007 which is related to the competencies or abilities that an educator must have, including the use of information technology as an implementation in education (Miskiah, Suryono, & Sudrajat, 2019)

As a teacher, of course you must have sufficient ability and expertise to create interesting learning activities. (Martina, Khodijah, & Syarnubi, 2019) Especially with the world being accustomed to the use of technology. There is no doubt that students have skills in using technology. So, to be able to balance students' abilities, teachers must be prepared for learning that uses technology in their activities. (Malta, Syarnubi Syarnubi, & Sukirman Sukirman, 2022)

Looking at the reality, learning in the field of religion has not maximized the use of technology in learning activities. (Misyuraidah, Misyuraidah, & Syarnubi, 2017) The majority of PAI teachers still use classic and monotonous methods in delivering learning. When compared with traditions and conditions in the 21st century like today, such learning will be far behind and not of interest to students. (Nurahman, Oviyanti, & Syarnubi Syarnubi, 2021) The results of policy research and teacher leadership must be able to adapt to needs, namely by mastering technology in education. (Sofiarini & Rosalina, 2021)

PAI learning is learning that teaches about the implementation and guidelines of Muslims in religion. (Sukirman, Baiti, Syarnubi, & Fauzi, 2023) Of course, it will be easier to understand when teaching methods are modernized using information technology. Because learning will feel easier and faster to understand when the method used is also interesting. (Sukirman, Masnun, & Syarnubi, 2023)

However, in fact, there are still many teachers who have not been able to integrate technology into learning. This fact is strengthened by research by Rohmad where he concluded that the use of *the Teacher-Centre* is still often carried out by teachers in PAI subjects. The teacher's ability can then be seen from his pedagogical abilities. (Meutia, 2012) explains that from several existing competencies there are competencies that differentiate between the teaching profession and other professions, namely pedagogical competency. (Sutarmizi & Syarnubi, 2022) This competency is only found in teachers because the teaching profession is closely related to pedagogical competence. (Syarnubi, Alimron, & Muhammad, 2022)

To be a teacher you must have basic pedagogical skills. Because, teachers with good pedagogical skills can certainly manage learning well so that the teaching and learning process runs

effectively and can achieve educational goals. When learning is managed well, the quality of learning will also be better. This is of course played by a teacher or educator.

In research conducted by Ratna Sari Wulandari, Wiwin Hendriani in his research results explained that there were several factors that were found to be inhibiting teachers' pedagogical competence, namely differences in teacher backgrounds, not being able to understand the characteristics of students in the classroom so that this could become an obstacle in identifying student needs. and carrying out evaluations of student learning processes (R. Wulandari & Hendriani, 2021)

The current conditions in the world of education do not appear to be in a good category. (Syarnubi Syarnubi, 2016) Education in Indonesia still experiences obstacles that come from the educators themselves. These problems include low teacher standards, low mastery of teaching materials and weak use of technology. (Syarnubi & Ahmad Syarifuddin Sukirman Sukirman, 2023)

Teachers are assessed as people who have extensive knowledge, so teachers are required to deepen their scientific field. (Syarnubi, 2023). Because how can a teacher transfer his knowledge while he still has little knowledge? Of course, there needs to be effort from a teacher to continue to deepen and enrich knowledge. (Syarnubi, 2019) This needs to be followed up considering that we are in the 21st century. Where professional teachers must prepare for the needs that students will need in the future.

Several things that a professional teacher must prepare are being able to master the characteristics of students and preparing teaching materials for the learning process. (Syarnubi Syarnubi, 2019) A teacher must be able to master his scientific field, including being able to have extensive knowledge related to learning materials and knowledge related to subjects as the focus of teacher learning, theory and practice when educating, theory and subject matter, educational technology, evaluation theory and learning psychology. (Nellitawati, 2019). When educators can prepare teaching materials well, it will be easier for students to understand interesting teaching materials.

Research results referred to from the World Bank in 29 developing countries have shown that the function of teachers is very much needed in improving the quality of education. Teachers have a big role in improving the quality of education, therefore teachers are very much the center of attention. (Rifma, 2013). In this way, teachers become figures who carry the key to success in every effort to improve the quality of education. (Syarnubi, 2020)

METHODS

In writing this research the researcher used qualitative research methods. Qualitative research is about collecting information in the form of data and documents to support facts in the field. Where the research design carried out was to use content analysis research, namely emphasizing the analysis of various media, most of which are in the form of written documents. There are two types of logic that can be used in qualitative content analysis research, namely inductive logic and deductive logic. This research is intended to analyze the extent of the ability of SPI teachers at Madrasah Aliyah Negeri 2 Medan Model in collaborating learning with technology.

FINDINGS AND DISCUSSION

1. Teacher Competency

a. Understanding Teacher Competency

In the world of education, we often hear the term competency. Usually, the term competency is often associated with a teacher's performance. Competency is a collection of knowledge, behavior and skills that a teacher should possess for the purposes of learning and education. (Sagala, 2012)

Another view regarding competency in Law Number 14 of 2005 concerning Teachers and Lecturers is a set of knowledge, skills and behavior that should be present, internalized and capable of being mastered by teachers or lecturers in carrying out professional duties (Mulyasa, 2019). In Law no. 15 of 2005 Article 10 paragraph 1 states that there are 4

competencies that a teacher must have, including: pedagogical competence, personality competence, social competence and professional competence. Furthermore, detailed definitions regarding what is meant by the 4 competencies that a teacher must have are contained in the Minister of National Education Regulation No. 16 of 2007 concerning academic qualifications and teacher competencies which states "every teacher is required to meet the academic qualifications and teacher competencies that apply nationally". The teacher competencies include:

1) Pedagogical Competence

(Jannah, 2020) States that pedagogical competence is the teacher's ability to process learning. This means that pedagogical competence focuses on the teacher's ability as a teaching staff to be able to carry out his duties in the classroom. Pedagogical Competency can be demonstrated In general, we can examine this pedagogical competency in several ways, including:

- a) Understanding the character of students from physical, moral, social, cultural, emotional and intellectual aspects.
- b) Mastering learning theory and learning principles
- c) Develop curriculum
- d) Organizing learning
- e) Utilizing technology as part of learning
- f) Facilitate the development of students' potential
- g) Communicate effectively, empathetically and politely
- h) Carrying out learning evaluations or assessments
- i) Utilizing the results of the evaluation for learning purposes
- j) Take effective action to improve the quality of learning(Wahyudi, 2012)

In their profession as an educator, teachers must of course meet the criteria as a professional person, including having pedagogical competence. Being able to manage learning in class well will certainly make it easier for students to understand learning. Of course, this will have an impact on the superior quality of education.

2) Personality Competencies

(Taufik, 2013) Explains that the teacher's personality is a person who has noble morals and is also a moral example or role model for students. Looking at the role of a teacher, we can conclude that teachers not only act as people who transfer knowledge, but also as people who are used as examples by their students, whose behavior is imitated by their students.

Teachers as role models must of course have good behavior to emulate. Teachers must of course maintain their authority and daily behavior because they will serve as an example for their students. (Rochman & Warsidi, 2011) Stated that there was a lack of discipline in the world of education due to the influence of teachers. This means that teachers can also have a bad impact through attitudes and behavior which are then imitated by students.

According to (Huda, 2017) details of sub- competencies contained in the competency Teacher personality , including :

- a. Personal Stability and Integrity
- b. Be sensitive to changes and updates
- c. Think alternatively
- d. Fair, honest and objective
- e. Discipline in completing tasks
- f. Diligent in work
- g. Always strive for the best results
- h. Be sympathetic, flexible, wise and simple in your actions
- i. Be open, creative and authoritative

3) Social Competence

The explanation of social competence can be found in the National Education Standards, explanation of article 28 paragraph (3) point d that social competence is a teacher's ability to communicate and socialize and behave effectively and efficiently with students, fellow educators, education staff, parents/ guardians of students and the surrounding community. (Mulyasa, 2019)

Hujair A. Sanaky explains that social competence is a set of basic behaviors that result from understanding oneself as an inseparable part of the social environment and also achieving effective social interaction. Social competence also includes the ability to interact and solve problems in social life. (Sanaky, 2019)

4) Professional Competency

(Kunandar, 2007) explained that a professional teacher is a teacher who is able to recognize himself, where he is someone who acts as a companion for students in learning. Teachers are required to always be able to supervise students continuously.

The term teacher is considered very noble by society in general. This is because teachers act as transmitters of knowledge and services. In society's view, a teacher means a person who carries out education and this is done in various places, be it in the mosque, at home and other places (Heriyansyah, 2018)

A teacher in KBBI is someone who has a livelihood and works as a teacher. The term "teach" means someone who gives lessons, in other words trains and scolds those being taught so that they feel deterred.

In another view, it is explained that the position of teachers in Islam is as parents, who have two great potentials in terms of their students' development. (Yanti, Hawi, & Syarnubi, 2021) Firstly, as a matter of nature where both parents are responsible for their children by educating them well, secondly because it is in the interests of parents to be able to direct students in achieving success. (Ni'amah, Asfahani, Musa, & Husnita, 2019)

If studied as a whole, a teacher is defined as someone whose role is considered to be the second parent after the parents who gave birth to us. This is because it is the teacher who gives intelligence to someone in the form of knowledge. In fact, not only teaching, teachers also act as coaches, mentors and directors so that students can find their identity through their talents.

In Arabic, the term teacher is also called mu'allim and mudarris. The word mu'allim is ism fa'il from the word 'allama yu'allimu which is taken from the root word 'ilm which means "a person who transfers his knowledge clearly". Meanwhile, the word mudarris which is also ism fa'il from the word darrasa is also interpreted as "a person who gives lessons about something to other people.

In Law no. 14 of 2005 concerning Teachers and Lecturers Article 1 paragraph 1 states that teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing and evaluating students starting from early childhood education through formal, informal and non-formal education channels.

Teachers are people who play a very important role in successful achievement in learning. This means that teachers are people who need to continuously update their knowledge and competencies. In science, teachers are required to further deepen their knowledge. Meanwhile, in the field of competency, teachers are required to continue to develop and innovate in every learning activity. Make changes to teaching methods, such as using various teaching media that can be used.

Student success can be formed through competent teachers. Student success can take the form of proficiency, quality learning and good student understanding of the teaching material. (Syarnubi et al., 2023) This can all be obtained by students who are competent, responsible, skilled and highly dedicated. When a teacher is competent, it is certain that the learning curriculum will be easier for children to master. (Syarnubi Syarnubi, 2022)

a. Verses about Teacher Competence

In the Qur'an it is also found offensive verse about draft teacher competency. One of the Qur'an that can We make it reference is Surah al-Qalam. In analysis content of surah al-Qalam verses 1-4 author find that There is a number of criteria required competencies owned by a teacher, including :

- 1) Can master and also utilize information and communication technology as an effort to improve self-quality.

We can clearly find this in the 1st verse of Surah Al-Qalam

ن وَالْقَلَمِ وَمَا يَسْطُرُونَ

Meaning: Nun, For the sake of kalam and pa they write

The meaning of the letter, according to some opinions, including Imam Alusi, is ink. This opinion is taken from the history of Imam Mujahid, Ibn Abbas, Hasan, Qatadah and Dlahhak.(AL MA'ANI, n.d.)

Hamka also explained another explanation, namely another history from Ibn Abbas, which means dawat or ink. Meanwhile, the term al-Qalam is a type of pen used for writing. This is also in line with the word of Allah QS. Al-'Alaq verse 4 which means: "And your Lord is the Most Gracious, who teaches (humans) by means of kalam.(Khudzaifah & Nurhayat, 2022)

The next interpretation according to Ibnu Katsir is that the words "wal qolami" (for the sake of kalam), outwardly mean for the sake of the pen used for writing. This is in accordance with the verses of the Koran in QS. Al-Qalam verse 4 Wal-Qalam (by the pen) is the first oath of God (qasm) in the Qur'an which came down not long after the first five verses: Iqra' bismi Rabbikalladzi khalaq. Khalaqa al-insana min alaq. Iqra' warabbuka al-akram, alladzi 'allama bi al-qalam, 'allama al-insana maa lam ya'lam.(Katsir, 2004)

b. TPACK concept

a. Understanding

With advances in technology in the world of education, teachers must also be able to master it. This is to make learning more innovative and interesting(Helsa, Turmudi, & Juandi, 2023). Learning that is usually oriented towards traditional methods such as lectures can now be handled using technology. The aim is to facilitate the learning process and make learning more effective and enjoyable.(Y. Wulandari, Misdar, & Syarnubi, 2021)

TPACK is an abbreviation for *technological, pedagogical and content knowledge* . TPACK is known as a theory related to a teacher's knowledge in using technology in learning activities that are expected to be carried out effectively. As a teacher or *sender* of a message, of course you have to be responsible for being able to know and master the technology to be conveyed to the recipient of the *message* (Rafi & Sabrina, 2019). TPACK is a combination of knowledge which includes three core components (content, pedagogy, and technology). TPACK is effective basic teaching by combining it with technology. TPACK is also a pedagogical technique that uses technology to teach content in a constructive (M. . Koehler, Mishra, Kereluik, Shin, & Graham, 2014).

TPACK is a framework designed to understand the relationship between knowledge about teaching and the use of technology. Teacher knowledge in integrating technology into learning to make lessons effective and efficient. Technology integration is considered a component that is closely related to teaching, including PCK(Suyamto, Masykuri, & Sarwanto, 2020)

c. TPACK components

There are three main knowledge components in forming TPACK, including:(M. . Koehler et al., 2014) *Content Knowledge* (CK) is knowledge about content. This knowledge leads to various subjects which are an obligation for a teacher to master. This knowledge relates to concepts, theories, ideas as well as practices and approaches in developing this knowledge.

- 1) *Pedagogical Knowledge* (PK) is knowledge about pedagogy. This knowledge leads to teacher knowledge regarding strategies, methods and learning media.
- 2) *Technology Knowledge* (TK) is knowledge about technology. This knowledge leads to technology, be it traditional technology or modern technology, which can be integrated into the learning process.

There are several aspects that are material for study in TPACK, namely as follows:(Setyawan, 2014)

- 1) *Technological Knowledge* (TK), namely the teacher's knowledge of being able to use information technology. Things that include the use of technology include:
 - a) Knowledge of the use of conventional technology (such as pencils, paper) and digital technology (such as computers, internet and software)
 - b) Knowledge about the teacher's ability to use certain technology.
 - c) Understand that information technology can facilitate activities in achieving goals in the field of communication and solving problems.
- 2) *Pedagogical Knowledge* (PK) is a teacher's knowledge to know more about the characteristics of students and learning in the classroom. The things included in this PK are;
 - a) Knowledge related to learning implementation activities, starting from the process, implementation and learning methods.
 - b) Understanding of how students learn, understanding of classroom management, learning planning and strategies used in assessing students
- 3) *Content Knowledge* (CK) is a teacher's knowledge about the teaching material that will be taught to students and knowledge related to the teaching material. The CK includes the following:
 - a) The teacher's knowledge of the material includes the facts, concepts, theories and procedures studied.
 - b) Teachers' understanding of teaching material which includes facts, concepts, theories and procedures that are studied or taught to their students.
- 4) *Technological Pedagogical Knowledge* (TPK) is knowledge about the learning process which is then integrated with technology. In this case, teachers are expected to undergo changes in learning methods and processes caused by advances in the use of technology in classroom learning.
- 5) *Technological Content Knowledge* (TCK) is knowledge related to the use of learning strategies that are appropriate to the material. TCK contains the following knowledge:
 - a) Teacher knowledge regarding the method or combination of delivering material using technology.
 - b) Knowledge related to a teacher's ability to choose technology that is appropriate to learning objectives and can be used as media in teaching a concept or teaching material.
 - c) Knowledge regarding the influence caused by the use of technology on the content of learning material or vice versa.
- 6) *Pedagogical Content Knowledge* is knowledge relating to learning strategies that are appropriate to the material being taught. This PCK contains several knowledge including:
 - a) Knowledge related to how to use or combine learning materials with pedagogy.
 - b) Knowledge related to the use of learning strategies in teaching different subject matter.
 - c) Knowledge related to curriculum, assessment and reports as well as the relationship between curriculum, assessment and pedagogy.
- 7) *Technological Pedagogical Content Knowledge* (TPCK) is teacher knowledge that a teacher must have. This is related to learning strategies by collaborating technology in learning.

Abbitt, (2011) explained that TPACK can actually be measured in various ways, namely quantitatively or qualitatively. Broadly speaking, there are 5 steps that we can use as a way to measure TPACK, including:

- 1) *Selfreport-, ease*
- 2) *Open-ended questionnaire*
- 3) *Performance assessment*
- 4) *Interviews*
- 5) *Observations*

In measuring someone's TPACK ability, we can be guided by the 3 steps previously mentioned above. In measurement activities, we usually look at a person's ability to integrate technology into the learning they will do. (M. Koehler & Mishra, 2009) by researchers with various method data collection such as observation, documentation and interviews. It turns out found results study from a number of informants, among others will detailed in accordance with TPACK component.

The CK (*Content Knowledge*) aspect has indicator capable control fill material or teaching materials. Data obtained from observation to teachers at MAN 2 Medan Model given code A1 and the teacher is given code A2. Results data analysis ability *Content Knowledge* for teachers A1 and A2 has can control SKI material with Good . This matter proven with good student evaluation results.

The PK (*Pedagogical Knowledge*) aspect has indicators capable manage class, provide evaluation and also can understand characteristics participant educate . Next, the data is obtained from results observations and interviews of teachers A1 and A2 as following : Teacher A1 in the PK (*Pedagogical Content*) aspect is visible can manage class with Good . Activity The learning carried out is also very interactive , where p This means teacher A1 has capable fulfil indicator in ability Pedagogy a teacher. Meanwhile, teacher A2 is in results observation seen Not yet capable choose method appropriate and interesting learning For children , so Not yet seen good interaction between teachers and students.

Aspects of TK (*Technological Knowledge*) in study This mentioned that teacher A1 is visible Not yet capable control technology For used in activity learning . Learning technology No too stand out here, while teacher A2 is also in the same situation , namely Not yet capable control technology and use it in learning activities.

CONCLUSION

Based on results study about analysis TPACK competence of SKI teachers at MAN 2 Model Medan. Study This aim For see How the ability of SKI teachers at MAN 2 Medan Dalam Model integrate deep TPACK capabilities learning . Study This using 2 teacher samples and 4 student samples find information research needed . Result of study This show that the CK ability of teachers at MAN 2 Model Medan is already OK , the PK skills of the SKI teachers at MAN 2 Model Medan are also good enter to good category , temporary Kindergarten abilities of SKI teachers in Man 2 Model Medan are still Not yet Good . This matter seen from response students who feel bored in learning . The way it should be need improved returned by the teachers viz enhancement in control Technology and its applications in learning . This matter aim For makes it easier in delivery teaching materials and make it easy in reach objective learning.

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