

PEDAGOGICAL CONTENT KNOWLEDGE (PCK) ELEMENTARY SCHOOL TEACHERS THROUGH THE EDUCATION OF ELEMENTARY SCHOOL AND LITERATURE LEARNING AND PRACTICES

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Abstract: This study aims to (1) describe the Pedagogical Content Knowledge (PCK) concept in the P3 Language and Literature subject for elementary school teacher candidates; (2) Describe the study of Pedagogical Content Knowledge (PCK) aspects in P3 Language and Literature Language courses. This research method uses qualitative descriptive. The subjects of this study were prospective elementary school students taking P3 courses in Indonesian Language and Literature. The source of research data comes from activities and actions during the learning process starting with planning, implementation, and assessment by integrating the PCK concept. Data collection techniques used observation, interviews, and questionnaires as a basis for determining the extent to which PCK studies in learning in Indonesian Language and Literature P3 subjects. Technique of data validity using data source manipulation. Data analysis techniques using interactive models starting from data presentation, data reduction, data verification, and drawing conclusions. The results of this assessment describe the contents of PCK in the language of P3 language and elementary literature. This form of content is integrated into several projects that have been carried out by students, including: preparation of RPP, modules, media, and assessment. Based on the findings of the data that students have integrated content in the form of language and literary abilities as outlined in the form of student self-employment. Furthermore, the content of pedagogy is integrated in the text that is built in a network of themes. The PCK aspect study found that students had fulfilled content and pedagogical content in the preparation of teaching materials that had been made. So that students are able to develop elementary thematic teaching materials in accordance with the core competencies and basic competencies that have been determined. In practice, students associate other materials as a form of thematic learning within the framework of PCK.

Keywords: Pedagogical Content Knowledge (PCK), learning, elementary material

INTRODUCTION

Pedagogical Content Knowledge (PCK) is a combination of special abilities from content and pedagogic knowledge that is formed over time and increases in teaching experience. PCK is one of the competencies needed by prospective teacher students, it is Elementary School Teacher Education students. According to Sulastrri (2016) PCK is a combination of two elements, they are Content Knowledge (CK) and Pedagogical Knowledge (PK). Both of these elements have a very important role in creating prospective teacher students as educational professional staff when involved in the teaching and learning process. Good Content Knowledge is understanding and mastering material with real life problems that are very supportive in shaping and influencing students' knowledge and thought processes. it must be balanced with

Pedagogical Knowledge or how to teach and manage classes, so that effective learning is created. PCK describes the ability of teachers to integrate between Content Knowledge and Pedagogical Knowledge. However, according to Purwianingsih (2011), the difficulties often experienced by prospective teachers are integrating Content Knowledge with Pedagogical Knowledge. Some studies show that prospective teachers less in the conceptual and content understanding which is taught. this is because there are many prospective teachers who emphasize their understanding of Content Knowledge.

Prospective teacher students are still focused on understanding Content Knowledge only, according to Sulastri (2016) Good Content Knowledge for prospective teachers can occur if prospective teacher Pedagogical Knowledge in organizing learning is also good. It's just that currently the focus of attention of prospective teachers is more on Content Knowledge, it is understanding the material being taught. Less in understanding of how to teach and knowledge about classroom management, assignments, planning of learning and student learning or what is called Pedagogical Knowledge results in a learning process that is less meaningful for students. as prospective teachers it is better to understand the two elements found in PCK, so that it will create teachers or professional education personnel who can develop the learning and teaching process in the classroom well.

Professional teachers are teachers who not only have knowledge of material content (Content Knowledge), but also pedagogical knowledge (Pedagogical Knowledge) (Yulianti, 2017). The importance of understanding Content Knowledge and Pedagogical Knowledge for prospective PGSD students is because it makes it easier for teachers / prospective teachers to teach students optimally. According to Maryono (2016) Knowledge Understanding pedagogy aims to help teachers prepare learning plans, activity sheets, and learning media well. That is, increasing professional performance and self-actualization shows the ongoing efforts of the teacher to improve self-professionalism.

PCK is closely related to the demands on teacher competency in Indonesia according to Law Number 14 of 2005 concerning Teachers and Lecturers. This includes four competencies one of which is pedagogic competence, pedagogical competence is understanding of students, designing and implementing learning, evaluating learning outcomes, and developing students to actualize their various potentials. Pedagogic competence is the main requirement in carrying out effective learning for students to achieve educational goals (Maryani, 2016). Pedagogical competencies of prospective teachers must be strengthened or deepened so that the formation of professional elementary school teachers / candidates.

Based on the results of preliminary observations, it was identified that students taking P3 Language and Literature courses in Indonesia have not been able to

optimally integrate pedagogical skills in learning. It is evident that students are still focused on aspects of Content Knowledge. Furthermore, there are many misconceptions or errors in preparing student assignments. concepts about learning Indonesian Language and Literature in Elementary Schools.

The results of the evaluation of learning in P3 Language and Literature in Indonesia show the low ability to use strategies, techniques, and methods of learning Language and Literature in learning practices. Furthermore, students still need to integrate aspects of PCK in the practice of classroom learning.

The development of Indonesian Language and Literature learning media is only limited to conceptually compiling, not yet at the level of integrating PCK in the preparation of Indonesian Language and Literature learning media. Students of primary school teacher candidates in the Indonesian Language and Literature P3 course are only directed at making media, students have not been taught how to convey the messages contained in the compiled media. Thus, prospective teacher students are more focused on creating media without considering how to deliver material and linking it to the media that has been created so that the aspects of Pedagogical Knowledge have not been seen in students in the Indonesian Language and Literature P3 course.

The understanding of Pedagogical Content Knowledge (PCK) for prospective elementary school students is not maximal. The subject of Elementary School Literature Development and Practice Learning is expected to help students understand and explore the PCK that is in them. Lectures P3 Indonesian Elementary Language and Literature discuss some language material and Indonesian Literature in Elementary School, in addition to this course also provides opportunities for elementary school prospective students to practice teaching. In teaching practice, it can be seen whether prospective elementary school students already understand PCK or not. According to Agustiani (2015) Knowledge of prospective student content the teacher can be seen achieving through learning outcomes at the end of the lecture. While the pedagogical knowledge of the prospective teacher's content can be seen its development through learning outcomes at the end of the lecture, the implementation of Teaching Practice activities, and the completion of the student's final assignment.

P3 Course Indonesian Language and Literature Elementary School is the development of the previous courses namely Indonesian Language and Literature Learning Materials in Elementary School. In the subject of Indonesian Language and Literature Learning Materials in Elementary School, elementary school prospective students learn the concepts of language and literature learning. After the material and concepts of Indonesian language and literary learning were studied, the practice of learning Indonesian in the P3 Indonesian Language and Literature Language Elementary School was developed, which could be in the form of teaching materials, learning media and teaching practices that can explore whether elementary school students already have Good Pedagogical Content Knowledge (PCK) or not.

The objectives of this study are (1) to describe the implementation of the concept of Pedagogical content knowledge (PCK), (2) to describe the study of pedagogical content Knowledge (PCK) aspects in P3 Language and Literature Language courses. Through this research, it is expected to be able to find out the depth of PCK integration in each course assignment project. So that later prospective student students are able to balance the content and pedagogic content in developing teaching materials.

APPROACH & RESEARCH METHOD

This type of research is qualitative-descriptive research, which describes the aspects of Pedagogic Content Knowledge through the integration of Development and Practice Learning Courses in Indonesian Language and Literature (P3Bahasa Indonesia) in PGSD FKIP UAD students. In this study, researchers as instruments played an active role in exploring information about aspects of PCK in the lecture process of Indonesian Language and Literature P3. This research is intended to examine and find out what phenomena experienced by the subjects of the study are behavior, perceptions, motivations, actions, etc. (Moleong, 2011: 6).

The subjects of this study were students taking P3 Language courses at the PGSD FKIP UAD study program. Determination of research subjects was based on the number of classes in P3 Indonesian Language and Literature courses. The number of classes was 7 classes with an average of 45 students per class. This course is part of the Indonesian language family that implements various Content Knowledge and Pedagogic Knowledge capabilities. The data sources used were lectures on Indonesian P3 course at the PGSD FKIP UAD study program. Meanwhile, the data of this study were words, documentation, and actions in P3 lectures in Indonesian Language and Literature at PGSD FKIP UAD students.

The data collection of this study used in-depth interviews that were used to discover information about the implementation of learning and integration of aspects of PCK in students who took course P3 Indonesian Language and Literature PGSD FKIP UAD. Student interviews were conducted with random sampling way. Samples were taken based on the needs of group / class sorting. The number of classes that participated in P3 Language and Literature courses were 8 classes with an average of 45 students per class. In random sampling samples were taken by 4 students for interviews. Furthermore, a focused discussion was conducted with colleagues to determine the verification of the data obtained. Interviews with experts / colleagues were intended to obtain input, description, and direction about the internalization of aspects of PCK in the learning process of P3 Indonesian Language and Literature.

Furthermore, the observations were conducted on the learning process and student interaction at the FKIP UAD PGSD. It is expected that with this data collection technique, a preliminary description of the actions and activities of PCK can be obtained in the learning of Indonesian Language and Literature P3 subjects. Meanwhile, documentation is used to obtain confirmation of the guidance process

documents covering the planning, implementation, and evaluation phases. the validity of the data using source and technique triangulation. Data analysis uses interactive analysis techniques starting from data collection, data reduction, data verification, and drawing conclusions.

RESULTS AND DISCUSSION

A teacher who wants his learning to run effectively, must understand and be able to integrate content knowledge into curriculum knowledge, learning, student characteristics, and how to learn not just knowing the content to be taught. Knowledge-knowledge can guide teachers to assemble learning situations on individual and group needs of students. That knowledge is called Pedagogical Content Knowledge (PCK). According to Anwar, et al. (2016) PCK is a collection of integrated knowledge, concepts, beliefs and values that teachers develop in teaching situations.

Pedagogical Content Knowledge (PCK) is a combination of two elements, they are Content Knowledge and Pedagogical Knowledge. Both elements are related to four competency demands that teachers and lecturers must have in Indonesia, two of which are professional and pedagogical competencies (Sulastrri, 2016). Content Knowledge good teachers cannot happen if the teacher's Pedagogical Knowledge is not good. Associated with the Pedagogical Content Knowledge (PCK) which consists of Content Knowledge and Pedagogical Knowledge which should be owned by a teacher, the government of the Republic of Indonesia has actually arranged this through PP No. 74 in 2008. PCK can be developed by teachers from time to time through experience on how to teach certain content in certain ways to improve student understanding. According to Resbiantoro (2016), Pedagogical Content Knowledge (PCK) can be understood as knowledge about the material and how to teach it, which includes aspects of supporting the task of the teacher to carry out learning. PCK is an identifier that teaching is not just a transfer of knowledge and skills, but more complex than that because it includes complex activities and requires various decisions and responses to student learning needs (Dazrullisa, 2017).

Prospective teachers with less teaching experience in the classroom will inevitably influence the owned Pedagogical Content Knowledge (PCK) knowledge, compared to experienced teachers. For prospective teachers who will develop PCK, provisioning can be carried out to explore parts of the PCK as a whole. This is done because basically PCK is a dynamic relationship between these parts and is closely related to practical aspects. According to Hartati (2016), there are several ways that teachers have PCK, they are: reflecting after teaching; interview / dialogue with students; discussion with other teachers; and supporting activities, such as seminars, PTK (Classroom Action Research), courses, entry into professional organizations, and writing in journals and mass media. PCK is well synonymous with professional teachers. However, professional teachers are not born, but are formed through a series of processes and long periods of time.

In simple terms, Pedagogical Content Knowledge (PCK) can be interpreted as an illustration of how a teacher teaches a subject by accessing what he knows about the subject and what he believes to be a good way of teaching in context. A professional teacher must have and know the capabilities of the PCK they have. A good PCK has an impact on the achievement of concepts and an increase in the ability of students. The ability of PCK teachers is formed not only when they have become teachers, but also influenced at the beginning of formation, namely the period of education. since the beginning of education.

a. Study of Pedagogical Content Knowledge Aspects in P3 Language and Literature Courses in Elementary school

One of the topics of study regarding PCK which is the focus of research for researchers is the components or elements of PCK. Shulman in (Sarkim, 2015) identified the elements of PCK which included: 1) the topics most often taught; 2) ways to represent the most appropriate knowledge; 3) analogy; 4) examples of explanations; 5) ways that can make learning easy; 6) students' preconceptions and misconceptions. The mentioned elements can help to assess whether a teacher / prospective teacher already has PCK or not. According to Magnusson in Rubiantoro (2016) there are several teacher PCK models proposed, namely by identifying the relationship between the teacher's knowledge domain, including: (1) subject matter knowledge, substance and syntax, (2) general pedagogy knowledge, and (3) knowledge of the material context, and teacher knowledge sources, (4) knowledge of pedagogical content (PCK).

One way that can be done to determine the ability of prospective teachers is to analyze their ability to analyze student work so that students can know thinking knowledge in solving problems (Sulastri, 2016). PCK assessment aspects contained in the rubric for analyzing student work according to Koirala, et al (2007), namely 1) content knowledge and skills, 2) analysis of student work, and 3) feedback to students. Pedagogical Content Knowledge (PCK) can be described as the relationship between basic knowledge of content and pedagogy with the three required fields of context (Hurrel, 2013). Furthermore Hurrel (2013) describes Shulman's ideas as follows:

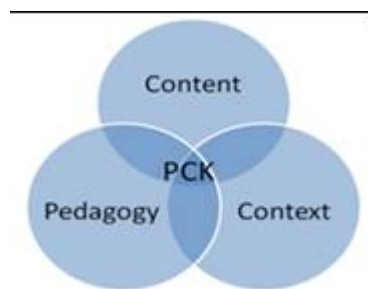


Figure 1. Shulman in Hurrel (2013) domains of pedagogical content knowledge

b. Implementation of Pedagogical Content Knowledge Concepts in P3 Language and Literature Courses in Elementary School

Indonesian language learning and practice courses (P3 Indonesian Language) in PGSD Study Program FKIP UAD are part of the Indonesian language community group at PGSD Study Program. Implementation of the PCK concept in learning can be carried out through several activities including; learning, activities, and other assignment projects. Based on the results of data analysis described as follows.

1) Knowledge aspects of linguistic content

The learning process includes face to face with reference to the RPS that has been made. Achievement of learning outcomes in P3 Language, namely students are able to understand, develop, integrate language skills in the learning process, able to develop learning tools and practice them. In the learning aspect, students arrange learning devices by referring to the Core Competence and Basic Competence that have been determined. Furthermore, students use content knowledge capabilities by including language content in the process of compiling learning devices.

The results of data analysis show the ability of students to integrate content knowledge seen in the preparation of module teaching materials. The modules that have been made contain aspects of PCK. Seen in the preparation of material and linking linguistic aspects such as material: syllables, vocabulary, sentences, and paragraphs. The level of integration of linguistic PCK is not only in supporting texts, but also in problem training. In addition, the use of work instructions on the tasks made has fulfilled aspects of PCK. These aspects are presented sequentially both explicitly and implicitly.

Aspects of content knowledge are also seen in the preparation of learning plans. PCK integration is seen in the preparation of learning activities in the Lesson Plans for example, students are able to comment on the results of a friend's performance. This shows that the PCK aspect of the material speaks. This student's speaking ability is related to the bills or assessments that have been prepared, namely the assessment of attitudes and performance, attitude assessment is assessed from the aspect of student responses to the performance of other friends, such as mutual respect, discipline, and responsibility. Furthermore, performance is assessed from appearance by considering good aspects of speaking. Related to the themes surrounding elementary school learning, the context aspect is used as a text material to link other lessons according to the KD that has been made. So, in the knowledge aspect the content of learning languages is mutually binding. That is, that learning is adapted to the context, content, pedagogy as conveyors to reach the specified indicators.

2) Analysis of student work results

Job analysis is used as a reject progression for learning success. In thematic learning, performance results are an indicator of the success of the learning process.

For example, in the sub-theme "Daily Activities" the results of student work are not only in the content and context of learning Indonesian, but other learning is wrapped in thematic. One analysis of the work results of students can also contain more than one subject. Indeed learning is the excavation or exploration of students in combining various learning experiences. Starting from language, arithmetic, and other universal sciences (Sulastri, 2016).

Based on data reduction, the work results in the form of questions and variations in the types of questions can be seen in the project that has been produced. Based on this, the form of PCK can be identified by integrating cognitive, affective, and psychomotor aspects. These aspects are contained in the questions made in the module, worksheets, hand outs, etc. PCK integration in student work can also be found in making innovative learning media. The resulting media refers to a predetermined theme and certainly of a general nature. This is because, the creation of media is not specific to certain subjects. The results can be used for learning media in accordance with the sub-themes that the teacher will teach.

The learning media produced can be presented according to the expected theme. Some of the weaknesses found in the analysis of the work of the Indonesian P3 courses students, namely, (1) have not fully referred to the user's specifications, meaning that the media made by some does not refer to the subject of the initial class and final class; (2) the thematic media produced is still around cognitive aspects, namely users (students) are still dominant in cognitive mastery; and (3) the thematic learning media produced is still in the level of reinforcement / complementary, meaning that the media is not a tool to facilitate students in reaching indicators.

3) Student feedback

Student responses to PCK integration in the learning process of the P3 language language are various. The results of interviews were conducted that students were not yet aware that PCK integration in learning included various aspects including aspects of content, context, and pedagogy. Based on the results of the analysis, student feedback is in the form of difficulties in integrating explicitly. This is because students who take the P3 Indonesian Language program do not understand how to connect the Basic Competence, indicators, and items developed. Some data found that the questions made were not related to the previous text.

Other feedback is that students confirm their results. This is because the understanding of KD towards the determination of indicators is still in the cognitive domain. The lecturers as facilitators describe mentoring to confirm and direct the determination of indicators which are then developed into learning devices. Pedagogical content and knowledge content are presented in the form of instructive texts that are useful for activating students' cognitive, affective and psychomotor domains. Thus, PCK produced through learning devices can be contained thoroughly.

CONCLUSION

Based on the discussion above, it can be concluded that PCK in Indonesian language P3 1) knowledge content ability, 2) work result analysis, and 3) student feedback. The content is developed through the development of learning tools including lesson plans, modules, worksheets, media, and judgment. With the development of these learning devices, PCK in a learning material for elementary school can be packaged in the ideal form in accordance with predetermined basic competence.

