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Analysis of Teachers' Pedagogical Competence in Music Learning at Elementary School

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A B S T R A C T

The limited knowledge and abilities of classroom teachers in learning the arts of music and not all elementary schools have their own music teachers to teach teaching of music are the main problems in this study. This study aims to explain the implementation of class teacher pedagogical competence in learning the art of music at Muhammadiyah Sokonandi Elementary School. The type of research used is qualitative. The data collection techniques used include aspects of observation, teacher mastery of learning theory, implementation of educational learning, use of technology for learning purposes, teacher communication with students, conducting assessments and evaluations. Through observations, interviews and documentation, it was found that there were weaknesses in the application of the nine pedagogical competency indicators, especially in mastering learning theories and facilitating the development of students' potential. The results of data analysis provide a valuable contribution in improving the quality of music learning in elementary schools. In this research, it was found that the majority of teachers have strong pedagogical competencies but there are variations in their ability to integrate interesting and effective learning strategies in the context of music learning at the elementary school level. Based on the research results, this research contributes to improving the quality of music learning at the primary school level.

A R T I C L E I N F O

1. INTRODUCTION

Pedagogical competence is the most crucial skill that a teacher must develop to effectively manage learning. It serves as the primary prerequisite for organizing effective learning experiences that enable students to achieve educational goals (Burai & Kardum, 2022). Based on Article 1, Paragraph 10 of Law No. 14 of 2005 concerning Teachers and Lecturers, pedagogical competence refers to a comprehensive set of knowledge, skills, and behaviors that teachers or lecturers are required to possess, internalize, and master in order to fulfill their professional responsibilities. Furthermore, the National Education System Law of the Republic of Indonesia, No. 20 of 2003, elaborates on the components of pedagogical competence, which encompass understanding student characteristics, learning theories and principles, curriculum development, learning activities, fostering students' potential, effective communication with students, and conducting evaluations (Susanto et al., 2019).

Mastery of pedagogical competence is crucial for music teachers because their role in teaching music differs from teaching other subjects (Regelski, 2002). The distinction lies in various aspects of teaching components. Integrated music arts education fosters students' personal development, discipline, tolerance, socialization, and democratic attitudes, including sensitivity to the environment. Additionally, it enhances and cultivates students' musical creativity (Hernández-Bravo et al., 2016). To gain a comprehensive understanding of song expressions, students in school should acquire musical experience by engaging in activities such as listening to music, playing instruments, singing, reading sheet music, and moving to the rhythm (Concina, 2023; Kelly-McHale, 2013).

When it comes to learning the art of music in elementary schools, not all institutions have dedicated music teachers to teach music arts. As a result, the responsibility of teaching music falls upon class teachers. According to Sularso, class teachers typically specialize in elementary school teacher education (PGSD) rather than music arts, which means that the average teacher may not possess sufficient knowledge of music literacy (Sularso, 2022). This indicates that there is a need for improvement in the teacher's mastery of pedagogical competence when it comes to learning the art of music. This issue was directly identified during the interview with the class V teacher, revealing suboptimal music art instruction at Muhammadiyah Sokonandi Elementary School. Consequently, several challenges are faced by classroom teachers in teaching music, including: (1) limited knowledge and skills of the teacher in the field of music, resulting in the delivery of materials that are limited to their own expertise; (2) classical nature of class management during music instruction; (3) insufficient facilities and infrastructure to support music learning within the school; and (4) limitations in music instruction due to the precautions against the spread of Covid-19, particularly in the practice of playing wind instruments. This study aims to address these research problems by identifying how to effectively implement teacher pedagogical competence in teaching the art of music at Muhammadiyah Sokonandi Elementary School.

Research on teacher pedagogic competence in learning the art of music found that there were those who conducted research, including research conducted by Setiawan which explains the pedagogical competence of arts and culture teachers in learning the arts of music at Kemala Bhayangkari 1 High School Kubu Raya. This research was conducted in high school and discussed the pedagogic competence of arts and culture teachers. The research equation is that they both examine the pedagogic competence of teachers in learning the art of music (Setiawan et al., 2018). Research conductedIkbalaims to determine the competence of music development subject teachers in SLB 2 Padang. The results of the study show that the four teacher competencies in vocational learning at SLB Negeri 2 Padang are classified as good (Ikbal et al., 2019). The difference in the research is that this research was conducted at SLB,

then this research examined 4 teacher competencies (pedagogic, personality, social and professional), while the research conducted only examined pedagogic competence. Research conducted Nurapipah aims to determine the pedagogical abilities of teachers in the eyes of SBK to increase the creativity of students. The results of the study show that there is a positive and significant relationship between the pedagogic abilities of teachers on the creativity of students in arts and culture subjects and skills. The location of the difference presearch, namely, this research discusses the pedagogic competence of teachers in arts and culture subjects, while the research conducted discusses the implementation of teacher pedagogic competencies in learning the arts of music (Nurapipah et al., 2020).

Further research is carried out Surahmi aims to determine the pedagogic competence of teachers in managing integrated learning in the 2013 curriculum. The results showed that only a large proportion of elementary school teachers spread across West Java had pedagogical competence in managing learning. It's just that in this study it did not specifically examine the pedagogic competence of teachers in one school but conducted research on the pedagogic competence of elementary school teachers spread across West Java (Surahmi et al., 2022). Then research is doneListariwhich aims to find out how the role of the teacher in learning the art of music in elementary schools for fifth grade students. The results showed that the teacher's ability to teach music was still not optimal. The location of the differences in the research is that this research discusses the teacher's role in learning the art of music, while the research conducted discusses the pedagogic competence of teachers in learning the art of music (Listari et al., 2022). The previous research provided initial information that research on teacher pedagogic competence is still very important to do. This will make a pretty good contribution for teachers in teaching music art learning at the elementary school level.

2. METHODS

This qualitative research utilizes various data collection techniques, including observation, interviews, and documentation. The purpose of observation is to gather reliable data, which is further supported by interview findings. In this study, researchers physically visit the activity site to observe teachers' application of pedagogical competence in music instruction. The aspects under observation include the teacher's proficiency in learning theory, educational organization, utilization of technology for learning purposes, communication with students, as well as assessment and evaluation practices. Interviews are conducted with both class II and class V teachers, focusing on the implementation of nine indicators of teacher pedagogical competence in music instruction. These indicators encompass the teacher's understanding of student characteristics, learning theory, curriculum development, fostering student potential, conducting assessments and evaluations, as well as utilizing the results of assessments and evaluations. Additionally, documentation is used as a supplementary data collection technique to complement the information obtained from interviews and observations. This documentation includes documents, photographs, and statistical materials. The data analyzed in this study consists of a general description of the implementation of teacher pedagogical competencies in music instruction at the school, along with complete school information and photographic evidence obtained during the research activities.

The data obtained through observation, interviews, and documentation needs further analysis to ensure its accountability. This study employs data validity tests, specifically technical triangulation and source triangulation. The research took place at Muhammadiyah Sokonandi Elementary School, with the subjects being class II and class V teachers. The study

focuses on examining the implementation of teacher pedagogical competence in music instruction at Muhammadiyah Sokonandi Elementary School. Data analysis consists of three stages: data reduction, data presentation, and drawing conclusions. Throughout the analysis, the research objectives and questions regarding the implementation of the nine indicators of pedagogical competence for elementary school teachers guide the process. The analysis aims to reveal the implementation of teacher pedagogical competence in music instruction. Further details on the data analysis stages can be found in **Figure** 1.
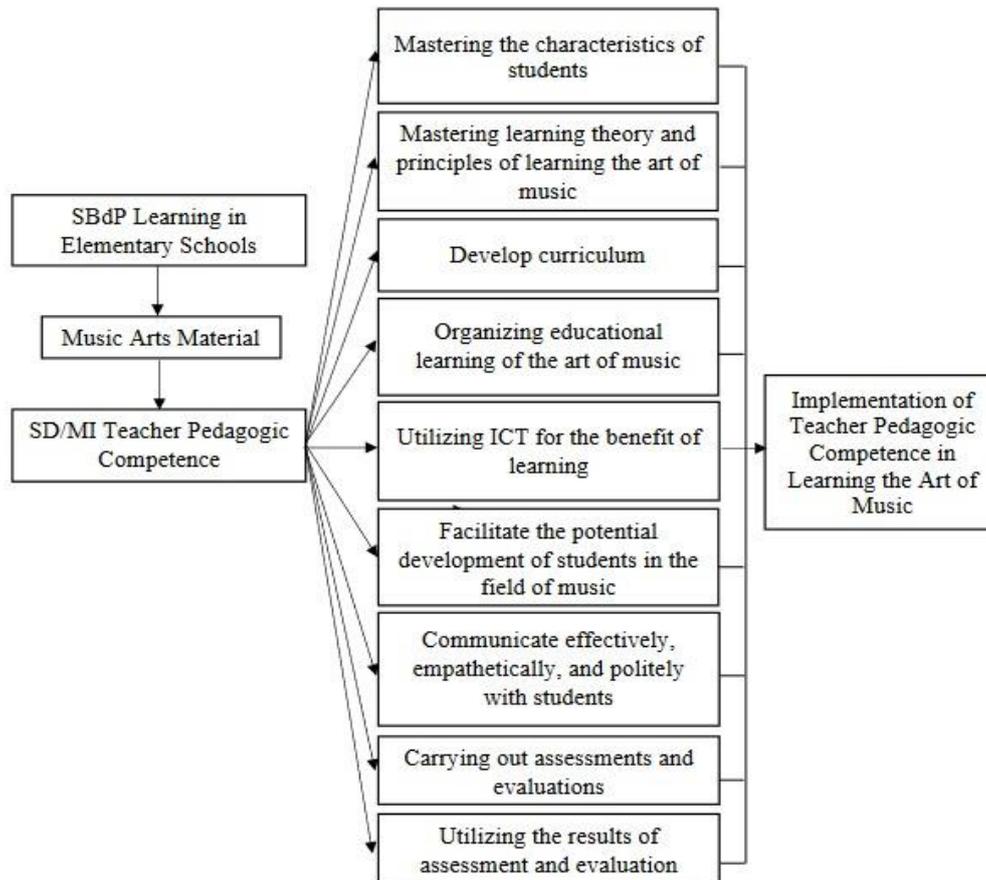

Figure 1. Stages of Data Analysis

Figure 1. Data Analysis Stages

3. RESULTS AND DISCUSSION

In order to effectively carry out their professional responsibilities, especially in relation to educating, teaching, and guiding students, teachers must possess a crucial and essential competency known as pedagogical competence (Falloon, 2020). According to Bizami, pedagogical competence refers to the ability to effectively guide the process of learning, encompassing the organization, implementation, and evaluation of student outcomes (Bizami et al., 2023). Furthermore, pedagogical competence entails the ability to oversee student learning, which includes understanding learners, planning and implementing instruction, assessing learning outcomes, and supporting learners in realizing their individual potentials (Ng et al., 2023). In analyzing the proficiency of classroom instructors in teaching the arts of music, reference is made to the Minister of National Education Regulation of the Republic of Indonesia No. 16 of 2007, which outlines the criteria for academic qualifications and teacher competency.

3.1 Mastering the characteristics of students from the physical, moral, spiritual, social, cultural, emotional and intellectual aspects

During learning activities, both class II and class V teachers visit each student's desk to ensure their comprehension of the lessons. The teachers respond effectively to student inquiries by providing clear explanations and using language that is understandable to the students. This approach undoubtedly strengthens the bond between teachers and students. According to Lock, this process not only enhances students' comfort levels in the classroom but also cultivates a sense of comfort through meaningful interactions between teachers and students, thereby facilitating the achievement of desired learning outcomes (Lock & MacDowell, 2022). The teacher also emphasizes the importance of building friendships among the students in her class, as demonstrated by her practice of randomly grouping the pupils. By assigning students to groups in a random manner, the teacher provides them with opportunities to become acquainted, foster mutual understanding, and enhance their communication skills.

With a clear understanding of the characteristics of pupils, the teacher is able to determine the learning objectives, design appropriate learning activities, and conduct effective evaluations. As Cheng suggests, the teacher's comprehension of student characteristics can positively impact several aspects, including (1) optimizing the achievement of learning objectives, (2) supporting students' growth and development, (3) enabling students to maximize their potential, (4) facilitating the identification of any potential issues by teachers and parents, and (5) enhancing students' socialization and interaction with their environment (Cheng et al., 2023).

3.2 Mastering learning theory and educational learning principles

The teacher's lack of mastery in the theory of teaching music art stems from their lack of background in music art education. However, during the learning activities, both teachers demonstrate the ability to engage the class and actively involve students in the learning process. For instance, students are encouraged to read materials, answer questions, and engage in discussions. Furthermore, the teacher provides challenges to students, as evidenced by the teacher in class V assigning group discussions to solve problems, and the teacher in class II requesting students to sing in front of the class. In terms of teaching methods, the class II teacher employs a lecture and demonstration approach, while the fifth-grade teacher incorporates lecture, discussion, and demonstration methods.

The mastery of the theory of teaching music art by both class II and class V teachers still requires improvement. However, when it comes to implementing educational learning, both teachers demonstrate competence. They effectively provide learning challenges to students and actively involve them in the learning process. This approach undoubtedly facilitates students in comprehending and assimilating the taught material, while also aiding teachers in creating an optimal learning environment. According to Unger, the mastery of learning theory and educational principles is highly important for teachers to ensure effective, efficient, and optimal learning outcomes. When teachers possess a solid understanding of learning theory and principles, they are better equipped to comprehend how the learning process unfolds in students. Consequently, teachers can take appropriate actions to facilitate effective learning experiences. Furthermore, this knowledge enables teachers to select and implement approaches, strategies, methods, and learning techniques that are effective, ultimately leading to the attainment of optimal learning outcomes (Unger & Sann, 2023). The teacher

data at Muhammadiyah Sokonandi Elementary School is presented in **Figure** 2, which clearly indicates that the school does not have a music teacher.
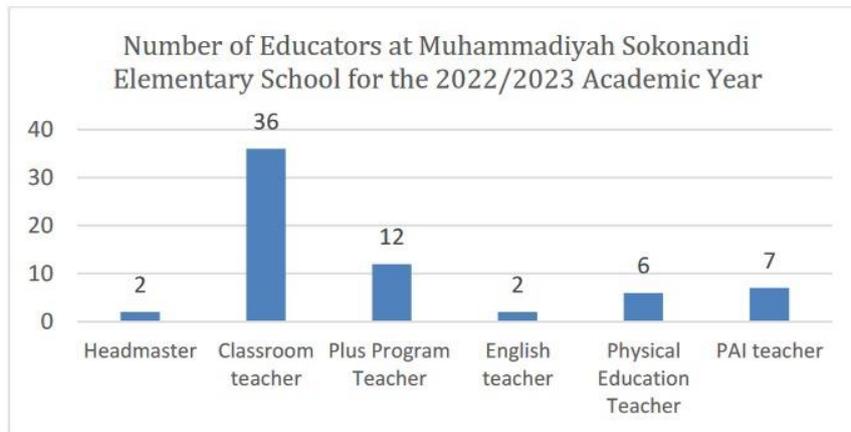

Figure 2. The number of teaching staff at Muhammadiyah Sokonandi Elementary School

3.3 Develop curricula related to subjects that are effective

Curriculum development at Muhammadiyah Sokonandi Elementary School follows a systematic process that involves referencing the syllabus. The creation of learning plans involves several stages, including reviewing the syllabus, identifying learning materials, establishing learning objectives, developing learning activities, determining assessment methods, and selecting learning resources. The implementation of these learning activities is discussed and coordinated through the KKG (Teacher Working Group). This indicates that the two classroom teachers are capable of developing a curriculum based on the characteristics of the 2013 curriculum, which emphasizes the need for teachers to design learning experiences that promote students' process skills. The curriculum development process involves the teachers referring to the syllabus and creating lesson plans accordingly. This aligns with Shawer's assertion that curriculum development starts with the creation and design of lesson plans that align with the syllabus, selecting relevant materials that support the learning objectives, and connecting the material to students' everyday experiences (Shawer, 2010). The results of the teacher's work in making lesson plans can be seen in **Figure** 3
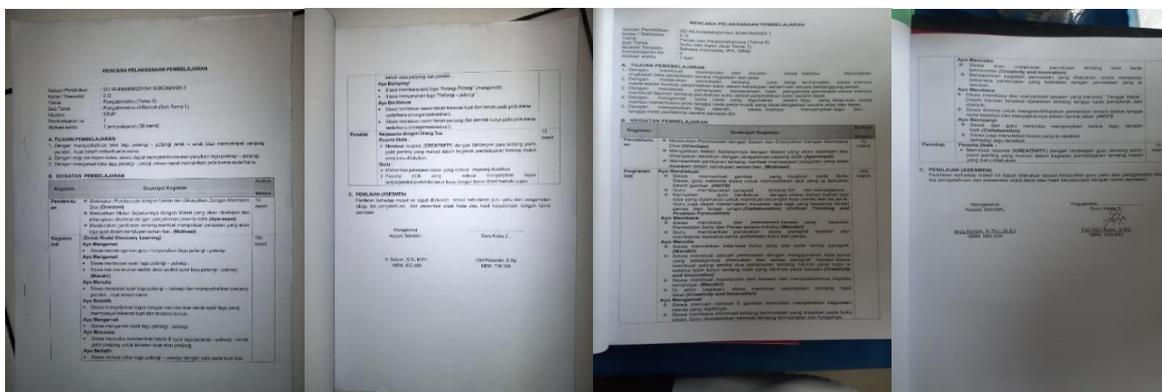

Figure 3. RPP SBdP Class II and V

3.4 Organizing educational learning

In the art of music learning activities in the second class, the teacher implements educational learning based on the previously designed learning framework. The teacher utilizes thematic books as learning resources and employs blackboards and projectors as instructional media. Learning activities are conducted with a student-centered approach, involving group discussions and providing opportunities for students to participate through question and answer sessions. Additionally, the teacher encourages students to showcase their bravery and confidence by performing songs in front of the class.

Furthermore, the teacher emphasizes good behavior to the students, as evidenced by the random grouping and the instruction not to select friends. This demonstrates the teachers' ability to organize music education effectively in accordance with the established learning plan. The teacher utilizes learning resources as guidance during instruction and applies various methods and instructional media in the process of teaching music arts. Mumtaz argues that in order to facilitate effective educational learning, educators, schools, and policymakers need to employ diverse strategies, approaches, models, methods, and learning media. Prior to organizing educational learning techniques, it is crucial for teachers to comprehend the objectives of the learning process itself (Mumtaz, 2000). Educational learning does not solely prioritize students' acquisition of scientific knowledge but rather their overall personal development (Nada & Legutko, 2022). The utilization of the discussion learning method employed by the teacher in music art education can be observed in **Figure** 4.

Figure 4. Group Discussion Activities

3.5 Utilizing information and communication technology for the benefit of learning

The utilization of technology for enhancing the learning experience in music art by both teachers is based on the discussion of various topics, including playing musical instruments. Due to the teachers' limited expertise in playing musical instruments, they provide instructional videos to students demonstrating how to use these instruments. The technology employed by the teachers in their instruction includes the use of LCD projectors. It is worth noting that Muhammadiyah Sokonandi Elementary School is equipped with LCD projectors in every classroom, which are well-maintained and readily available.

Implementing information and communication technology (ICT) in learning is crucial as it serves as a valuable tool to support teachers in delivering educational content. ICT enables the display of materials and videos, among other functions. Additionally, Smolentseva asserts that ICT has a significant and transformative impact on the learning process, offering numerous benefits. These benefits, as described by Smolentseva, include increased student attention, concentration, motivation, and independence. Moreover, for teachers, ICT reduces

the time required for content delivery, enhances students' learning experience, and facilitates the creation of more engaging instructional materials (Smolentseva, 2023). This aligns with the requirements of the Indonesian education curriculum, which emphasize the need for active, creative, innovative, enjoyable, challenging, and motivating learning experiences to encourage students' active participation (Prasetyono et al., 2021). The utilization of LCD projector technology in music education at Muhammadiyah Sokonandi Elementary School is illustrated in **Figure** 5.

Figure 5. Utilization of ICT

3.6 Facilitating the development of the potential of students to actualize their various potentials

The teacher facilitates the development of students' musical potential by providing guidance and support for their activities outside of regular class hours, both within and outside of the school setting. This includes encouraging students to participate in extracurricular activities such as choir or musical instrument courses. However, in the classroom, the teacher does not offer specific activities to promote achievements in the field of music arts. Furthermore, there is no dedicated time allocated for SBdP subjects, particularly for learning the art of music. This is because SBdP subjects are not considered essential subjects that require extensive attention. As a result, these subjects have limited content and no specific learning objectives for students.

Apart from parental support, the teacher's encouragement and support are crucial for students' achievements. When students feel valued and appreciated, they are motivated to continuously improve and unleash their potential. This aligns with the findings of Jakubik research, where she emphasizes that education bears the responsibility of nurturing and developing students' talents and abilities (Jakubik, 2022). Additionally, Law No. 20 of 2003 concerning the National Education System highlights that education plays a vital role in creating a conducive learning environment and facilitating active student development. It is evident from these statements that education wields a significant influence in unlocking students' potential.

3.7 Communicate effectively, empathetically and politely with students

In the second learning process, the teacher can foster interaction through educational activities or games, using language that is easily understandable by students. Group discussions and singing practice are among the activities conducted. Furthermore, the teacher's communication style can instill student confidence. The teacher consistently appreciates students who respond to questions and acknowledges those who confidently perform in front of the class. Both class teachers demonstrate effective communication with

students by utilizing age-appropriate language and adapting to their characteristics. Consequently, effective communication skills are crucial competencies for teachers to ensure an efficient learning process. As Blegur stated, teachers should possess teaching skills that encompass opening and closing lessons, questioning, providing reinforcement, and employing diverse instructional methods (Blegur et al., 2023).

3.8 Carrying out assessment and evaluation of learning processes and outcomes

The teacher implements assessments and evaluates both the learning process and outcomes. Tests are conducted to assess students' mastery of the taught material. These tests are administered through Daily Assessment (PH), which takes place after the completion of each thematic lesson. The assessment covers four aspects: spiritual assessment (KI 1), social assessment (KI 2), knowledge assessment (KI 3), and skills assessment (KI 4). Knowledge assessment includes multiple-choice questions and essays, while skills assessment involves homework and practical exercises. Process evaluation occurs through enrichment or improvement based on the assessment results. Final learning outcomes are evaluated through Mid Semester Assessment (PTS) and Final Semester Assessment (PAS).

Assessment and evaluation are crucial aspects of the learning process, as they are closely interconnected and contribute to improving the quality of education. Through assessment, teachers can monitor students' learning progress, while evaluation is used to enhance the quality of education based on students' achievement. Burns elaborated on the relationship between assessment and evaluation, highlighting that evaluation is only possible when educators have conducted measurements and assessments. Assessment is defined as the determination of numerical results obtained from measurement activities, while evaluation combines both measurement and assessment practices (Burns et al., 2023). The skills assessment implemented by the teacher in class V can be observed in **Figure** 6.

Figure 6. Skills Assessment

3.9 Utilizing the results of assessment and evaluation for the benefit of learning

The two teachers utilized assessment and evaluation results to implement remedial and enrichment interventions. Remedial support was provided to students who had not yet achieved the Minimum Mastery Criteria (KKM), while enrichment activities were offered to students who had met the KKM. The KKM serves as a reference point for teachers in completing their instructional activities. However, it should be noted that the SBdP subjects

were excluded from the remedial and enrichment programs since they are not prioritized subjects. The teacher's assessment and evaluation outcomes were employed to enhance the learning process. Nevertheless, remedial and enrichment initiatives specifically targeting SBdP subjects were not included. Remedial programs are designed to address areas for improvement and enhance student performance based on predetermined targets, while enrichment programs aim to further develop the knowledge and skills of students who have surpassed the KKM score. These programs are implemented through the analysis of daily assessments or tests conducted by the teacher (Hsiao et al., 2023).

4. CONCLUSION

The implementation of music art instruction at Muhammadiyah Sokonandi Elementary School aligns with the guidelines outlined in the 2013 curriculum. Music art is part of the SBdP subjects taught by class teachers. Both teachers demonstrate adequate fulfillment of the seven pedagogic competencies in teaching music art. They possess an understanding of student characteristics, mastery of the learning material, proficiency in developing the 2013 curriculum, effective organization of educational learning, utilization of ICT in teaching, effective communication with students, and competent assessment and evaluation practices. The data analysis results indicate certain weaknesses among the teachers in applying the nine indicators of pedagogic competence in music art instruction. These weaknesses primarily relate to the teachers' grasp of learning theory in the field of music art and their ability to facilitate the development of students' musical potential. The findings of this study contribute to enhancing the quality of music art instruction at the elementary school level.

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