

Sintha Wahjusaputri -  
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VOCATIONAL SECONDARY  
EDUCATION IN BANTEN  
PROVINCE

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## STRENGTHENING TEACHER PEDAGOGICAL LITERACY AFTER THE COVID-19 PANDEMIC IN VOCATIONAL SECONDARY EDUCATION IN BANTEN PROVINCE

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### Abstract

This study aims to increase teacher pedagogical proficiency in implementing literacy in learning through lesson study, specifically socialization, training, self-evaluation, reflective pedagogical paradigm, exploration, simulation, documentation, group discussion, mapping, and practice at SMK Negeri 3 South Tangerang in Banten Province. Action research is a form of study with two cycles, each of which has four meetings. The research process involves the following steps: planning, action implementation, observation, and reflection. The 15 participants in the study were productive and average instructors at SMK Negeri 3 Tangsel. The results demonstrated the teacher's pedagogical proficiency in implementing literacy in pre-action learning was 37%, increased by 83% in the first cycle, and considerably increased by 100% in the second cycle. Generally, the percentage has gone up by 63%. Based on these findings, it can be concluded that lesson study can enhance teachers' pedagogical proficiency in integrating literacy into instruction at SMK Negeri 3 Tangsel in the Banten Province.

**Keywords:** Pedagogical Competence, Literacy, Learning, Lesson Study, Vocational High School



## INTRODUCTION

An essential component of the national education system is vocational secondary education (SMK), strategically positioned to produce quality students with participation from the business and working worlds (IDUKA). Since the beginning of 2020, Vocational Secondary Education (SMK) entered a new situation due to the impact of the covid-19 pandemic that has disrupted learning and learning activities (Futra et al., 2021). The situation invites various policies to deal with the impact of the increasingly severe covid-19 pandemic.

The debriefing can be poured into the learning plan. Teachers as educators have a crucial role in determining learners' success so that it becomes a determinant of improving the quality of Education in schools (Syauqi et al., 2020).

President Joko Widodo's directive on "Acceleration of Superior Human Resource Development 2020-2024" is *"Improving the qualification pyramid of labor to become a trained, skilled workforce to absorb everything into industries"* for Vocational Secondary Education (SMK) in areas connected with industries and the world of work (IDUKA) so that graduates are following needs, and ready for new things. The Ministry of Education and Culture of the Republic of Indonesia published a guide to the National Literacy Movement, saying that the government promotes six national lethargy cultures: literacy, numeracy literacy, science literacy, digital literacy, financial literacy, and citizenship literacy (Kementerian Pendidikan dan Kebudayaan Republik Indonesia, 2017). As a result, the Law of the Republic of Indonesia Number 14 of 2005 regarding Teachers and Educators, which mandates the development and development of the teaching profession as the actualization of the educator profession, recognizes the role of teachers in education. According to Law No.20/2003 on Sisdiknas, teachers must have competence, one of which is pedagogical competence.

The ideal strategy to promote learners' learning is to ensure the caliber of teachers in their respective fields and that students are being taught by qualified teachers, which is accomplished through pedagogical competence (MacLellan, 2008). According to

Åsa, Karin, & Olsson (2010) explanation, pedagogical competence refers to a teacher's capacity to acquire new things and convert existing information, attitudes, and abilities for the benefit of students.

Pedagogical competence focuses on five sub-competitive teacher pedagogical competencies that are commonly implemented to improve learners' learning outcomes, namely: (1) the ability to understand learners; (2) the ability to create POAC is planning (planning), arrangement (organizing), implementation (actuating), and control (controlling); (3) the capacity to engage in learning; (4) the capacity to assess learning results; (5) the capacity to enhance students' diverse potentials. According to Barley & Diamon (2010), explaining that pedagogical competence is the practice of a teaching framework and is delivered through structured knowledge. This knowledge includes experience, evidence, understanding moral goals, and spreading transparent values. Susanto, Rozali, & Agustina (2019) clarified that pedagogical competency is the capacity of teachers to create a positive environment, so the learning experiences differ in how learners are managed in accordance with the Curriculum. Aimah, Purwanto, Santoso, & Ifadah (2018) explained that as a standard to measure the professionalism of teachers in fulfilling their role in the teaching profession. In order for the literacy program to be successful, one of the elements of education that is crucial is the teacher. This is because the teacher is a person who interacts directly with students in carrying out literacy in learning. Without a teacher, students can't receive knowledge properly

SMK Negeri 3, the South Tangerang City of Banten Province, is a reference in the Community Activity Program (PKM) because the school is an outstanding school with a center of excellence in Animation<sup>12</sup> South Tangerang City, Banten Province, Jl. Raya Puspipetek, Perum Puri Serpong 1, Kel. Setu, Kec. Setu is where SMK Negeri 3 South Tangerang City is situated<sup>16</sup>. South Tangerang City, Banten Province, SMK Negeri 3. SMK Negeri 3 Kota Tangerang Selatan believes that in order to educate competent pupils, teachers must be creative and literate in pedagogy. One of the answers is to develop teachers' competence as educators through training and

mentoring of school literacy movements, especially in pedagogical literacy fields (Susanto et al., 2019). School literacy movement with a focus on pedagogical literacy is the foundation of the way of thinking and rationalizing the need for literacy movements to be implemented by all school residents consistently, continuously, and measurable (Pirto, 2011). Therefore the Pedagogical Literacy Movement needs to be understood and carried out with expository learning methods, including socialization, planning, implementation, and continuous evaluation (Susanto et al., 2019). Responsibility for the school literacy movement becomes a shared responsibility between the government, schools (management and educators), learners, parents of learners, and the community. The pedagogical literacy movement became a fundamental part when understood and implemented modernly, which means covering all dimensions and aspects related to school as a system (Justine, 2018). The principles of learning to know, learn to do, remember to be, learn to live together, and learn to see are supported by pedagogical literacy movements carried out in a planned and consistent manner by all teachers who are focused on students and parental support during program implementation, evaluation, and follow-up (Wahjusaputri, 2016).

Improving the pedagogical literacy of teachers at SMK Negeri 3 Tangerang Selatan City, Banten Province, according to (Sudjana, 2013) by 1) Mapping Pedagogic Literacy, where teachers are required to master lessons in order to increase the caliber of learning; 2) Mapping of Teacher Characteristics, where teachers are required to possess teaching abilities, attitudes, experiences, teaching strategies, and ways for conducting assessments, as well as a commitment to advance their careers; 3) Development of Pedagogic Literacy, where a teacher has communication skills, personality, willingness and ability to provide assistance and guidance to students, and 4) Measurement and Evaluation of Pedagogic Literacy Programs, where a teacher has relationships with students and colleagues, self-appearance as well as other required skills. This research was conducted on 15 teachers, both productive teachers, and normative teachers.

Based on the pre-test evaluation of the instructor's pedagogical proficiency in integrating reading into the classroom at SMK Negeri 3 South Tangerang, Banten Province, it has not yet achieved the desired criteria. The results of teacher pedagogic competence based on interviews, observations, and questionnaires show that the average score classically is 63, with a percentage reaching 37% or 7 teachers are already competent. In comparison, those who are not qualified reach 63%, or there are eight teachers. This shows that there are several obstacles faced by teachers in implementing literacy in learning, including teachers do not understand the concepts, objectives, principles, and stages of implementing literacy in schools, teachers do not understand the indicators or focus of activities that develop literacy in learning for students, and teachers have not made maximum use of the literacy support infrastructure in the classroom.

The interviews showed that most teachers had not received material related to literacy, either from training or the like. The learning so far only prioritizes knowledge, attitudes, and skills related to the subjects being taught. Some teachers have received literacy material but have not applied it thoughtfully. This is due to the absence of continuous teacher competency development through supervision, lesson study, and sharing of experiences between teachers.

Based on the problems described above, the author and his collaborator partners, namely teachers at SMK Negeri 3 Tangsel, Banten Province, took the initiative to determine alternative actions to improve the pedagogic competence of teachers in implementing literacy in learning. Alternative problem solving is selected through the Lesson Study method.

In order to create a learning community field, Lesson Study is a methodology for promoting the teaching profession through cooperative and long-lasting learning assessments (Cajkler & Wood, 2016). Through a series of lesson study activities, there will be a learning process between fellow lesson study members so that directly or indirectly, it will be able to improve the quality of the learning process and, at the same time, increase the teacher's pedagogic competence (Cajkler & Wood, 2016).

The advantages obtained from the implementation of lesson study, according to Gunn & King (2015), include: 1) Teachers are more cautious when it comes to the goals of specific lessons that they will teach to students; 2) Teachers have in-depth ideas regarding learning goals for students' long-term interests; 3) By observing other teachers, teachers can assess the best resources for teaching (participants or participants of lesson study); 4) In order to gain more understanding about what should be taught to students, teachers learn about the subject matter from other teachers; 5) When preparing lessons and leading students in learning activities, teachers can strengthen their teaching skills; 6) Teachers can develop their skills through collegial learning, which allows them to share knowledge and skills they feel are still insufficient for instructing pupils; 7) Teachers can develop the eyes to see students, in the sense of presenting. In Lesson Study activities, teachers can solve problems faced in class, especially regarding implementing literacy in learning. This research aims to mobilize a group of teachers collaboratively through Lesson Study activities in planning, implementing, and reflecting on literacy activities in classroom learning. It is intended that conducting lesson studies will help teachers become more pedagogically competent in integrating reading into the classroom.

This study aims to improve teachers' pedagogic competence in implementing literacy in each lesson through Lesson Study at SMK Negeri 3 South Tangerang, Banten Province.

## RESEARCH METHOD

This study used the School Action Research (PTS) design. According to Creswell & David Creswell (2018), school action research is research conducted by school management as an educational organization to improve institutional performance, processes, and productivity. The author chose the School Action Research design model due to the problem of teacher pedagogic competence in carrying out literacy in every lesson at SMK Negeri 3 Tangerang Selatan Banten Province which still has not reached the desired criteria. Therefore, alternative actions were chosen to solve the

problem through Lesson Study. This research action was carried out in two cycles. The Classroom Action Research model describes the four steps and their repeaters, including planning, implementing, observing and reflecting. (Sugiyono, 2015). The subjects used in this research are Productive Teachers and Normative Teachers, totaling 15 teachers consist of 4 male and 11 female teachers in the 2020-2021 Academic Year. The research location is at SMK Negeri 3 Tangerang Selatan City on Jl. Raya Puspipitek, Perum Puri Serpong 1, Kel. Setu, District. Setu, South Tangerang City, Banten Province. This research conducted from September to December 2021. In order to ascertain the pedagogical proficiency of instructors in adopting literacy in learning through Lesson Study in each cycle, the study's data gathering methods included test, observation, interviews, documentation, and field notes. Techniques for data analysis were used on both a quantitative and qualitative level. The effectiveness of teachers in adopting literacy in learning through lesson study is examined quantitatively for each cycle. The data analysis was carried out with the following steps:

1. Review and calculate the score of the results of filling in the observation instrument based on the guidelines for the observation instrument that has been filled in with the formula:

$$NA = \frac{\sum X}{M}$$

where:

NA = Final Score

$\sum X$  = Total Score

M = Total maximum score.

2. Recapitulate the scores of the results of filling in the observation instruments that have been calculated in the table provided.
3. Categorize the scores of the results of filling in the observation instruments with predetermined criteria.
4. Calculate the percentage of the results of filling in the observation instrument with the formula:

$$SP = \frac{SK}{R} \times 100\%$$

Where:

SP = Percentage score

SK = Cumulative Score

R = Total Respondents  
 Following an analysis of the observations of the teacher's pedagogic proficiency in integrating literacy into learning, the percentage results are classed in accordance with the following standards:

Table 1. Category Percentage of Observation Results

Criteria	Score Range
A = Very Good	86% - 100%
B = Good	70% - 85%
C = Fair	55% - 69%
D = Kurang	Under 55%

Source: Data Primer (2021)

Quantitative data obtained from the analysis of observations, interviews, field notes, and documentation. Data reduction, data visualization, and conclusion drawing/verification were the three key tasks used in this study's qualitative data analysis. (Sugiyono, 2015). Collecting qualitative data is hoped that it will be easier to describe the increase in teacher pedagogic competence in implementing literacy in learning through Lesson Study.

**RESULTS AND DISCUSSION**

Before the Lesson Study was applied, it showed that the pedagogic competence of teachers in implementing literacy in learning at SMK Negeri 3 Tangsel Banten Province obtained an average score of 63 which was included in the Enough category, which was in the score range of 55-70, with a percentage reaching 37% or there were 8 there are already competent teachers, while those who are not competent reach 63% or there are 7 teachers. The teacher's pedagogic competence has not yet been achieved in implementing literacy in learning because teachers do not understand the concepts, objectives, principles, and stages of implementing literacy in schools, teachers also do not understand the indicators or focus of activities that develop literacy in learning for students, as well as teachers also have not made maximum use of literacy support facilities in the classroom. The interviews showed that most teachers had not received material related to literacy, either from training or the like. The learning that teachers have carried

out at SMK Negeri 3 Tangsel, Banten Province, only prioritizes knowledge, attitudes, and skills related to the subjects they teach. Several productive and normative teachers have received literacy materials, but have not applied them seriously. This is due to the absence of continuous teacher competency development through supervision, lesson study, and various experiences between teachers.

Table 2. Improv<sup>15</sup> Teacher Pedagogic Competence in Pre-action and Cycle I

Observed aspects	Pre Action	Cycle I
Average Teacher Pedagogic Competence	63	82
Percentage of Teacher Pedagogic Competence	37%	83%

Source: Proceed Result (2021)

At SMK Negeri 3 Tangsel Banten Province, the teacher's pedagogic competence in implementing literacy in learning enhanced with an average score of 82 Good compared to pre-action only 63 or Enough category after the Lesson Study was used in the first cycle. In the past, the proportion of teachers who were pedagogically competent in pre-action was 37%, and it rose to 83% in the first cycle. The percentage of instructors who are pedagogically competent has been shown to increase by 17%. Table 2 shows an improvement in the outcomes of teachers' ped<sup>4</sup>agogical proficiency between pre-action and cycle I.

The research results in the first cycle can be said to be good but have not reached the percentage of classical teacher pedagogic competence of 85%. This is because there are still 4 teachers with pedagogical competence in implementing literacy in learning with the Enough category even though the desired competence individually is at least Good. Weaknesses that arise include there are st<sup>5</sup> teachers who have not responded to enrichment books during literacy lesson hours, teachers have not responded to reading through varied rea<sup>5</sup>ing strategies, teachers have not responded to reading in the form of oral, written, artistic, craft activities according to students' literacy skills, and there are still

teachers who have not prepared a class reading corner. The principal has not been maximal in carrying out Lesson Study activities because the principal has not been optimal in guiding teachers, there is no collaboration between high-competency teachers and low-competence teachers, there is no response, providing comments, and feedback on problems that arise in the implementation of teacher literacy. After being re-applied Lesson Study in cycle II showed that the pedagogic competence of teachers in implementing literacy in learning at SMK Negeri 3 Tangerang Selatan, Banten Province compared to the first cycle's average score of just 80 or the Good category, experienced a huge boost with a score of 92 or the Very Good category, and pre-action of 63 or category Enough. Generally, pre-action teacher pedagogic competence was at 37%, increased to 83 % in the first cycle, and considerably increased to 100 % in the second cycle. It is proven that there is an increase in the percentage of teacher competence by 63%. The following table shows the rise in teacher pedagogical competence results from cycle I to cycle II.

**Table 3.** Improving Teacher Pedagogic Competence through Lesson Study in Cycle I and Cycle II

Observed Aspects	Cycle I	Cycle II
Average Teacher Pedagogic Competence	80	92
Percentage of Teacher Pedagogic Competence	83%	100%

Source: Proceed result (2021)

The research results in cycle II can be said to be very good, exceeding the desired individual competence at least Good and already exceeding the percentage of classical teacher competence by 85%. Teachers who have successfully implemented literacy in classroom learning—including teachers who have responded to enrichment books during literacy lesson hours, teachers who have responded to reading through a variety of reading strategies, teachers who have responded to readings by creating oral, written, artistic, and craft activities that correspond to students' literacy skills—have

increased their pedagogic competence. The principal has been maximal in carrying out Lesson Study activities, it is proven that the principal has been optimal in guiding teachers, the collaboration between high-competence teachers and low-competence teachers is very good, there are responses, comments, and feedback on problems that arise in the implementation of literacy teacher. Thus, at SMK Negeri 3 Tangsel, Banten Province, the application of Lesson Study has an effect on raising the pedagogical competency of teachers in implementing literacy in learning. This is following the opinion Nash et al., (2021) which states that through a series of lesson study activities, there will be a learning process between fellow teacher members of the lesson study, so that it would be able to enhance the learning experience directly or indirectly while also enhancing the teacher's pedagogical proficiency. Furthermore, Permendiknas Number 13 of 2007 concerning School Principal Standards explains that When it comes to effectively using school resources, the principal can manage schools, managing change and developing schools towards effective learning organizations, managing teachers and staff in the context of resource utilization. optimal human resources. Based on the explanation above, It demonstrates how SMK Negeri 3 Tangsel teachers' pedagogical proficiency in adopting literacy in learning may be improved by utilizing Lesson Study at the school. Based on the data collecting and analysis results, which demonstrate a very considerable rise and have met the required criteria, this activity can be deemed successful.

Factors supporting the literacy of teacher-literate competence include: 1) Mastering a student's qualities from their physical, moral, spiritual, social, cultural, emotional, and intellectual perspectives; 2) Mastering learning theory and educational learning principles; 3) Create a curriculum that is somewhat aligned with the topics that have been mastered; 4) Plan educational activities; 5) Making use of information and communication technology to enhance learning; 6) Assess and evaluate the outcomes and processes of learning; 7) interact with kids in an effective, sympathetic, and kind manner; 8) Engage in reflection activities to



raise the standard of learning (Hendriani, 2018). In addition, teachers are accompanied to train themselves in the development of deeper reflective abilities, namely the ability of mental processes, reasoning skills, problem solving skills and the ability to listen and interpret values. The efforts made include 5 steps taken, namely:

1. The teacher is invited to feel and determine what difficulties are fundamentally experienced from direct experience, then the teacher is asked to make the first note experienced.
2. Determine the location and limits of difficulties, after understanding the problem, then participants are accompanied through activities to sharpen the root of the problem to solve the problem.
3. Alternative problem solving, teachers are invited to discuss with other teachers.
4. The development of reasoning, this activity is a continuation of alternative problem-solving activities, and in small groups it is carried out the development of reason aimed at sharpening the power of reason to produce the best problem-solving solution of existing ideas as a solution to problem solving.

## **CONCLUSION**

At SMK Negeri 3 Tangsel in Banten Province, it can be inferred from the findings and discussion above that lesson study can enhance teachers' pedagogical competency in implementing literacy in learning. This can be seen from the average score in the pre-action category of 63 or the Enough category, an increase in the first cycle of 80 or the Good category, and a significant increase in the second cycle of 92 or the Very Good category. It is proven that there is an increase in the average score of 28. Classically, the percentage of teacher pedagogic competence in pre-action was 37%, increased in cycle I by 83%, and increased significantly in cycle II by 100%. It is proven that there is an increase in the classical percentage of 63%.

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