Relationship Analysis of Teacher’s Pedagogic Competence and Social Competence in Using the Disability Friendly School (DFS) Model to the Quality of Learning in the Inclusion Early Childhood SKB Kota Pekanbaru

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Abstract: The purpose of this study was to determine the relationship between pedagogic competence and social competence of teachers in using the Disability Friendly School Model on the Learning Quality of the Inclusion Early Childhood SKB Kota Pekanbaru. The method used is a quantitative method. The data collection technique was carried out using a questionnaire. The results of the questionnaire were then analyzed using correlation nonparametric analysis to determine the positive and significant relationship between variables. The main finding of this study (1) Pedagogic Competence does not have a positive and significant relationship to the Quality of Learning, (2) Social Competence has a positive and significant relationship to the Learning Quality, (3) Pedagogic Competence and Social Competence have a positive and significant relationship to the Learning Quality of The Inclusive Early Childhood of SKB Kota Pekanbaru. Novelty of this study is the first study used to test the DFS Model teachers at SKB Pekanbaru City. DFS is an alternative model of child-friendly schools for children with disabilities that have been developed since 2022.

Keywords: Disability Friendly School, Early Childhood, Inclusion Early Childhood

A. Introduction

Indonesia is not yet a friendly country for persons with disabilities. One of the eligibility services needed by persons with disabilities is education. The need for educational feasibility apart from being carried out in special schools is also implemented in inclusive schools. Inclusive schools were pioneered to equalize the rights of Indonesian citizens to receive equality in the field of education starting from Early Childhood Education. However, this inclusive education service has not properly accommodated persons with disabilities. Therefore, in 2022 researchers will develop a "Disability Friendly School" as a Pilot Model Pilot Model of Inclusive Early Childhood to provide disability-friendly services. This model was then implemented
in the Inclusive Early Childhood of SKB Kota Pekanbaru for the 2022-2023 academic year.

Disability Friendly School

Disability Friendly School for Pilot Model of Inclusive Early Childhood is an educational concept to serve persons with disabilities properly in a general educational institution. Disability Friendly School is a real implementation of Government Regulation of the Republic of Indonesia Number 13 of 2020 concerning Elevated Accommodations for Students with Disabilities where this model can be applied throughout Indonesia.

Teacher’s Pedagogic Competence

Teaching is a complex job. Teaching has a multidimensional nature. Pedagogic competence is one of the abilities that must be possessed by teachers in managing student learning processes. This competency includes the concept of teaching readiness which is shown through the mastery of imparting knowledge and skills. Pedagogic competence is the ability to manage student learning including understanding students, designing and implementing learning, evaluating learning outcomes, and developing students to actualize their various potentials (Sulfemi, 2017; Kurniawan & Astuti, 2017, Somantri, 2021). This pedagogic competence is usually influenced by the educational background of a teacher. Because knowledge in managing the class is obtained in higher education majoring in education. In addition, this competency can be obtained through educational courses to support abilities.

Teacher’s Social Competence

Social competence possessed by a teacher is related to the ability to communicate with students and their environment. Social social competence is expected to maintain a positive relationship between the two parties. An individual’s ability to interact effectively with the environment and influence others in order to achieve goals in a particular social context that is adapted to the culture, environment and situation faced and the values held by the individual is referred to as social competence. A teacher must be able to treat his students fairly and aim to achieve the optimization of the potential of each student. He must understand and apply the principle of humanistic learning which assumes that the success of learning is determined by the abilities that exist in these students (Sakti, 2017).
Quality of learning

The quality of learning is the level of effectiveness of the learning process in achieving learning objectives. In the learning process the main goal is to achieve the goals that have been formulated. To achieve the learning objectives, it is necessary to have quality learning, meaning that in order to get optimal results, the teacher will make optimal use of the components of the learning process as well. So, to improve the quality of learning can be done by increasing learning activities and increasing student learning achievement (Wicaksono & Sutikno, 2019; Rokhani & Marlianingrum, 2021).

B. Methods

The research method used is quantitative research. This type of research is correlation research, namely looking for relationships between research variables. The subjects of this research were six teachers who were in the Inclusive Early Childhood of SKB Kota Pekanbaru. Research variables are 2 variables. The independent variable is pedagogic competence and social competence and the dependent variable is the quality of learning. Analysis of the research data using quantitative linear regression analysis using SPSS. It is expected that variables X1 and X2 have a positive and significant relationship to Y.

Table 1. Research Variable Indicators

<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>1) The teacher masters the Characteristics of Learners</td>
<td>1) Teachers are able to interact with students</td>
<td>1) Learning that facilitates students interacting with learning resources and learning media</td>
</tr>
<tr>
<td>2) Teachers master Learning Theory and Educational Learning Principles</td>
<td>2) Teachers are able to interact with fellow teachers and educational staff</td>
<td>2) Learning that encourages students to carry out joint discussions</td>
</tr>
<tr>
<td>3) Teachers are able to develop Related Curriculum</td>
<td>3) Teachers are able to interact with parents of students</td>
<td>3) Learning that facilitates students to ask and answer questions</td>
</tr>
<tr>
<td>4) Teachers are able to carry out educational learning</td>
<td></td>
<td>4) Learning that facilitates students’ thinking processes</td>
</tr>
<tr>
<td>5) Teachers are able to facilitate the Development of Student Potential to Actualize Potential</td>
<td></td>
<td>5) Learning that can be used to monitor learning outcomes</td>
</tr>
<tr>
<td>6) Teachers are able to organize and utilize Assessment Results (Processes and Results)</td>
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</table>

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C. Result and Discussion

The Inclusive Early Childhood of SKB Kota Pekanbaru has Pilot Model of Inclusive Early Childhood services with the DFS Model. The Inclusive Early Childhood of SKB Kota Pekanbaru has 6 educators. The backgrounds of educators vary from Bachelor of Early Childhood, Bachelor of Education, and Bachelor of Non-Education as illustrated in graph 1. None of them have graduated from Bachelor of Special Needs Education. The existence of the DFS Model Inclusive Education Program as a Pilot Inclusive PAUD Model is a challenge in itself for this institution.

Starting in 2022, the Inclusive Early Childhood of SKB Kota Pekanbaru accepts students with special needs. With the support of the DFS Model infrastructure and facilities, PAUD is the choice of parents to send their children with special needs to school. In 2022-2023 PAUD Inclusion SKB Pekanbaru City has one disabled student, one hyperactive student, and one low vision student.

![Bar Chart](image)

**Figure 1.** Teacher Last Education of The Inclusive Early Childhood of SKB Kota Pekanbaru

This research is aimed at looking at the readiness of the human resources in The Inclusive Early Childhood of SKB Kota Pekanbaru. With various non-education educational backgrounds, teachers are expected to have the competence to teach inclusive classes. During 1 year running, researchers wanted to see the relationship between competence and the quality of inclusive class learning. In this research it is limited to pedagogic competence and social competence.

Data from the instruments given to teachers as many as 6 educators produce data on pedagogic competence, social competence and learning quality. Researchers want to examine which relationship is significant to the quality of learning in The Inclusive Early Childhood of SKB Kota Pekanbaru. SPSS calculation results are shown in table 2 and table 3.
Table 2. Linear Regression Coefficients Table

<table>
<thead>
<tr>
<th>Model</th>
<th>Unstandardized Coefficients</th>
<th>Standardized Coefficients</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>B</td>
<td>Std. Error</td>
</tr>
<tr>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Constant</td>
<td>53.190</td>
<td>25.292</td>
</tr>
<tr>
<td>Pedagogic Competence</td>
<td>-.069</td>
<td>.202</td>
</tr>
<tr>
<td>Social Competence</td>
<td>.575</td>
<td>.160</td>
</tr>
</tbody>
</table>

a. Dependent Variable: Quality of Learning

From table 2 it is found that Pedagogic Competence does not have a positive and significant relationship to the Learning Quality of The Inclusive Early Childhood of SKB Kota Pekanbaru. It can be seen that the calculated α value of 0.756 is greater in value than the set α which is 0.05. Meanwhile, Social Competence has a positive and significant relationship to the Learning Quality of The Inclusive Early Childhood of SKB Kota Pekanbaru. It can be seen that the calculated α value of 0.037 is smaller in value than the set α which is 0.05.

Table 3. Linear Regression ANOVA

<table>
<thead>
<tr>
<th>Model</th>
<th>Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>t</th>
<th>Sig</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Regression</td>
<td>658.615</td>
<td>2</td>
<td>329.308</td>
<td>59.093</td>
</tr>
<tr>
<td>Residual</td>
<td>16.718</td>
<td>3</td>
<td>5.573</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>675.333</td>
<td>5</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

a. Dependent Variable: Quality of Learning
b. Predictors: (Constant), Social Competence, Pedagogic Competence

From table 3 it is found that Pedagogic Competence and Social Competence have a positive and significant relationship to the quality of learning in The Inclusive Early Childhood of SKB Kota Pekanbaru. It can be seen that the calculated α value of 0.004 is smaller in value than the set α which is 0.05.

These results indicate that social competence is more dominant than pedagogical abilities. Communication interaction competence in inclusive education is more needed to establish better relationships with children and parents. Social competence makes communication relationships closer, more solutive, and more responsive to children’s needs.

D. Conclusions

The conclusions of this study are:
1. Pedagogic Competence does not have a positive and significant relationship to the Quality of Learning in The Inclusive Early Childhood of SKB Kota Pekanbaru.
2. Social Competence has a positive and significant relationship to the Learning
Quality of The Inclusive Early Childhood of SKB Kota Pekanbaru.

3. Pedagogic Competence and Social Competence have a positive and significant relationship to the Learning Quality of The Inclusive Early Childhood of SKB Kota Pekanbaru.

E. Acknowledgement

We would like to thank the Indonesian Ministry of Education and Culture’s DRTPM for conducting research on Disability Friendly Schools as a Pilot Inclusive PAUD Model for 2022-2023. We also thank the University of Riau and Universitas Muhammadiyah Ponorogo for collaborating in this research. Don’t forget to thank SKB Kota Pekanbaru for facilitating the development of the model. Hopefully this research can be useful research for the people of Indonesia, especially for the education of children with special needs.

References


