

## **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**

**Ria Novianti<sup>1</sup>, Ardhana Januar Mahardhani<sup>2</sup>, Ria Rizkia Alvi<sup>1</sup>, Betty Yulia Wulansari<sup>2</sup>, Rizqia Putri Aziza<sup>2</sup>**

<sup>1</sup>Universitas Riau, Indonesia, <sup>2</sup>Universitas Muhammadiyah Ponorogo, East Java, Indonesia

Corresponding author e-mail: [bettyyulia22@umpo.ac.id](mailto:bettyyulia22@umpo.ac.id)

**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 This 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.

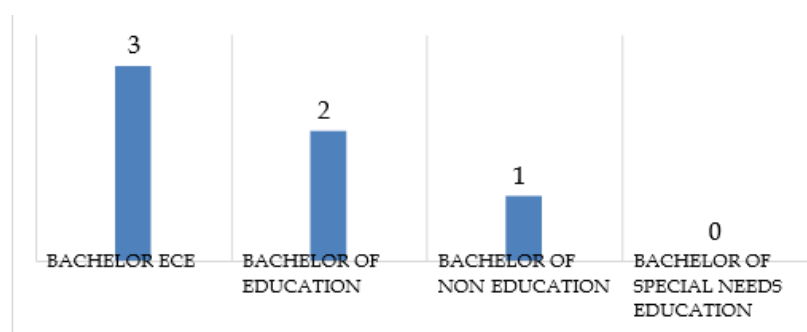
**Table 1. Research Variable Indicators**

<b>Pedagogic Competency Indicator (Sumiarsi, 2015; Mandasari, et al. 2020)</b>	<b>Social Competency Indicator (Juhardin, et al. 2022) 2018; Rahmawati &amp; Nartani, 2018)</b>	<b>Quality Learning Indicator (Husein,</b>
1) The teacher masters the Characteristics of Learners	1) Teachers are able to interact with students	1) Learning that facilitates students interacting with learning resources and learning media
2) Teachers master Learning Theory and Educational Learning Principles	2) Teachers are able to interact with fellow teachers and educational staff	2) Learning that encourages students to carry out joint discussions
3) Teachers are able to develop Related Curriculum	3) Teachers are able to interact with parents of students	3) Learning that facilitates students to ask and answer questions
4) Teachers are able to carry out educational learning		4) Learning that facilitates students' thinking processes
5) Teachers are able to facilitate the Development of Student Potential to Actualize Potential		5) Learning that can be used to monitor learning outcomes
6) Teachers are able to organize and utilize Assessment Results (Processes and Results)		

### **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.



**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- bachelor of special need 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**

Model		Coefficients		Standardized Coefficients		t	Sig
		Unstandardized B	Std. Error	Beta			
1	Constant	53.190	25.292			2.103	.126
	Pedagogic Competence	-.069	.202	-.086		-.340	.756
	Social Compence	.575	.160	.907		3.584	.037

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  $\alpha$  value of 0.756 is greater in value than the set  $\alpha$  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  $\alpha$  value of 0.037 is smaller in value than the set  $\alpha$  which is 0.05.

**Table 3. Linear Regression ANOVA**

Model		Sum of Squares	df	Mean Square	t	Sig
1	Regression	658.615	2	329.308	59.093	.004 <sup>b</sup>
	Residual	16.718	3	5.573		
	Total	675.333	5			

a. Dependent Variable: Quality of Learning

b. Predictors: (Constant), Social Compence, 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  $\alpha$  value of 0.004 is smaller in value than the set  $\alpha$  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

- Husein, W. M. (2022). Teacher's Efforts in Improving the Quality of Learning Through the Application of Information Technology At MI Miftahul Ulum Bago Pasirian. *Jurnal Petisi*, 3(1), 20-28. DOI: <https://doi.org/10.36232/jurnalpetisi.v3i1.1800>
- Juhardin, L. O., Irawaty, & Momo, A. H. (2018). Social Competence of Civics Teachers at SMA Negeri 5 Wangi-Wangi. *Selami IPS*, 48(4), 324-335. DOI: <http://dx.doi.org/10.36709/selami.v4i48.8507>
- Kurniawan, A., & Astuti, A.P. (2017). Description of the Pedagogical Competencies of Chemistry Teachers and Prospective Teachers at Muhammadiyah 1 Semarang High School. National Seminar on Education, Science and Technology: Technopreneur - Improving the Quality of Education through Science and Technology-Based Lesson Study to Achieve Technopreneurship in Higher Education. *Prosiding Seminar Nasional Pendidikan, Sains dan Teknologi* ISBN: 978-602-61599-6-0 Fakultas Matematika dan Ilmu Pengetahuan Alam Universitas Muhammadiyah Semarang
- Mandasari, J., Waluyo, E., & Harista, E. (2020). Implementation of the Pedagogical Competence of Teachers in Managing Learning in State SD 2 Fajar Indah District of Bangka South. *Lenternal: Learning and Teaching Journal*. 1(1), 23-30. DOI: <https://doi.org/10.329231270/lenternal.v1i1.1275>
- Rahmawati, A. & Nartani, C. I. (2018). Social Competences of Teachers in Effectively Communicating with Students through Indonesian Language Learning Activities in the State Department of Rejowin Built 3 Kotagede Yogyakarta. *Trihayu: Jurnal Pendidikan Ke-SD-an*, 4(3), 388-392. DOI: <https://doi.org/10.30738/trihayu.v4i3.2600>
- Rokhani, S., & Marlianingrum, P. R. (2021). Impact of Quality of Service and Quality of Online Learning on Student Satisfaction in a Time of Covid-19 Pandemic.

- Journal of Management (SME's)*, 14(3), 291-310. DOI: <https://doi.org/10.35508/jom.v14i3.5054>
- Sakti, A. B. (2017). *The Role of Social Competence and Teacher Personality Competence in Achieving Learning Success*. Universitas Negeri Yogyakarta
- Somantri, S. (2021) 21st Century the Importance of Teachers' Pedagogical Competence. *Equilibrium: Jurnal Penelitian Pendidikan dan Ekonomi*, 18(2), 188-195. DOI: <https://doi.org/10.25134/equi.v18i2.4154>
- Sulfemi, W. B. (2017). Correlation of Pedagogical Competence of Teachers with Learning Achievements of Social Science Lessons in Muhammadiyah Primary School in Pamijahan District of Bogor. *Edutecno: Jurnal Pendidikan dan Adiministrasi Pendidikan*, 16(1), 1-17. DOI: <https://doi.org/10.31227/osf.io/9qrbc>
- Sumiarsi, N. (2015). Analysis of Pedagogical Competence and Learning Development of Teachers State SD 041 Tarakan. *Jurnal Kebijakan dan Pengembangan Pendidikan*, 3(1), 99-104. <https://doi.org/10.22219/jkpp.v3i1.2206>
- Wicaksono, R. A., & Sutikno, P. Y. (2019). Improving the Quality of IPA Learning through a Non-Example Model Assisted by Visual Audio Media. *Jurnal Pendidikan dan Pembelajaran IPA Indonesia*, 9(3), 131-138.