Volume 1 Nomor 2 (2022) Pages 221 – 242
International Journal of Bunga Bangsa Cirebon (IJOBBA)
Email Journal : ijobba.bbc@gmail.com
Web Journal : http://journal.bungabangsacirebon.ac.id/index.php/ijobba

Technical Guidance Effectiveness In Increasing Teacher Pedagogical Competence

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Received: 2022-12-10; Accepted: 2022-01-11; Published: 2022-31-12

ABSTRACT

This study aims to determine the effectiveness of Technical Guidance in increasing the competence of pedagogic teachers, which students of the Doctoral Program in Education Sciences, Islamic University of Nusantara Bandung, have carried out. Data obtained from the implementation of Technical Guidance, among others: 1). Internal and External Conditions of Technical Guidance Participants; 2) Technical Guidance Participant Pedagogic Competency Conditions; 3). The Effectiveness of the Implementation of Technical Guidance. Several conditions affect the ineffectiveness of the guidance process, including 1). Participants already have Self-Efficacy; 2). Participants already have a task orientation and focus; 3). Participants already have a direction toward Goals and Results; 4). Participants already have an attitude of empathy and solidarity; 5). Participants already have a collaborative and cooperative attitude. Meanwhile, data on teacher pedagogic competence was reflected in the Participant's answers related to the material for the Strengthening Pancasila Student Profile Project. From all the answers of Technical Guidance Participants, it is known that the average percentage of correct answers is 85.06%, with an average number of participants of 260. This is improved so that the competence of teachers related to the learning understanding of the Pancasila Student Profile Strengthening Project is increasing with the existence of Technical Guidance. Finally, the effectiveness of the implementation of the Technical Guidance presentation from the Participant's answers about their participation, the Technical Guidance material delivered, the ease of understanding the Technical Guidance material, very competent resource persons, and the calmness of the Participants in fulfilling the tasks of the Presenters.

Keywords: *Effectiveness; Technical Guidance; Pedagogical Competence.*

INTRODUCTION

As a source of morals in learning that breathes a value system, the teacher has high duties and responsibilities in carrying out educational missions. At every level, educational institutions must win and hold the public's trust as institutions capable of preparing quality human resources, who can integrate religious and scientific value systems and display their existence as a moral community, intellectual community, and professional community during society, nation, and society—country (Ahmad, 2019). Therefore, to improve teacher quality, based on Permendiknas No. 16 of 2007, teachers must master four competencies: *professional competence, pedagogical competence, social competence, and expertise competence*. Teachers must manage learning, from planning teaching and learning programs to assessing learning outcomes properly (Aditomo, 2022).

In connection with some of the teacher competencies above, in 2022, teachers are starting to be bothered by the new curriculum, for the umpteenth time with the emergence of a curriculum that is always titled *'new paradigm.'* Of course, this fact, like it or not, must be welcomed with the spirit to educate the nation's life and be appropriately addressed. Reasons or rational arguments can also be raised due to the development of the times that continue to move forward. Although, there are critical notes that must be built as a form of teacher responsibility in implementing this new paradigm curriculum (Purwanto & Hasim, 2022).

It should be understood that, in general, the structure of the 2022 curriculum contains intra-curricular activities, where learning is carried out face-to-face with teachers, and project learning activities. Learning based on this project aims to develop a Pancasila Student Profile, where Pancasila Students themselves are an embodiment of Indonesian students, who know for life, have global competence, and behave by Pancasila values, with six main characteristics, namely: *have faith, fear God Almighty, and have noble character; global diversity; worked together; independent; critical reasoning; and creative* (Irina & Riasnugrahani, 2022).

This conception of the Pancasila Student Profile, aimed at students, is so that students have the most comprehensive opportunity to learn through experience *(experiential learning)* and can combine the essential competencies that are known by each student, starting from various disciplines in every level of education. For example, two project assessments can be carried out in one year at the elementary school level. Meanwhile, junior high school/vocational school students are assessed at least three times in one academic year.

The profile of Pancasila students is the main goal carried out by educational developers, in this case, the Ministry of Education and Culture, which is listed in the Regulation of the Minister of Education and Culture Number 20 of 2020 concerning the Education and Culture Strategic Plan for 2020-2024 (Kusumah & Alawiyah, 2021). The essence of the teacher mobilization program (Faiz & Faridah, 2022) is to provide opportunities for teachers to develop their pedagogical abilities with the principal value,

Pancasila, which is integrated with various subjects. Syahril (2020) argues that the driving teacher program aims to form Pancasila students into a critical system that can change Indonesian education in a new and better direction.

To oversee the Pancasila Student Profile Strengthening Project, teacher pedagogical competence is one of the competencies every teacher must have at any level of education. In the explanation of the Law of the Republic of Indonesia No. 14 of 2005, article 10, paragraph (1) concerning Teachers and Lecturers stated that what is meant by pedagogical competence is the ability to manage student learning. Teachers with pedagogical competence are teachers who can manage students. Pedagogical competence places students as essential elements who have rights and obligations within the framework of a comprehensive and integrated education system. Good pedagogy is synonymous with an effective teacher. Effective teachers must have the skills, knowledge, and pedagogical competencies needed to become professional teachers in their field (Fatmayani, 2022).

The pedagogical competencies that teachers must possess consist of 1). educational philosophy-based pedagogic competence; 2). pedagogical competence based on the developmental psychology of elementary school-aged children; 3). learning theory-based pedagogic competence; 4). pedagogical competence based on reflective abilities; 5). pedagogic competence based on emotional intelligence, and 6). pedagogic competence based on instructional communication patterns (Susanto et al., 2021).

Meanwhile, quoting the opinion of Daryanto and Syaiful (2017), M. Eko Purwanto and Ismail Hasim emphasized that 21st-century teachers are expected to be able and able to carry out a learning process that is based on and implement the four pillars of learning recommended by the UNESCO International Commission for Education, namely: *1) Learning to know; 2) Learning to do; 3) Learning to be; 4) Learning to live together.* Teachers must always be active, creative, and diligent (Purwanto & Hasim, 2022). According to the "21st Century Partnership Learning Framework", there are several competencies and/skills that must be possessed by someone in the 21st century, namely:

1. Critical-Thinking and Problem-Solving Skills, namely: being able to think critically, laterally, and systemically, especially in the context of problem-solving;
2. Ability to communicate and cooperate, namely: being able to communicate and collaborate effectively with various parties;
3. The ability to create and innovate, namely: being able to develop their creativity to produce various innovative breakthroughs;
4. Information and communication technology literacy, namely: being able to utilize information and communication technology to improve performance and daily activities;
5. Contextual learning skills, namely: being able to undergo contextual independent learning activities as part of personal development;

6. Information and media literacy skills include understanding and using various communication media to convey ideas and carry out collaborative activities and interactions with multiple parties (Irnaningsih et al., 2021).

Chung & Meggison (1999) argues that competence is the nature, knowledge, and personal abilities of a person who is relevant when carrying out their duties effectively and efficiently, so competent teachers are teachers who have appropriate knowledge and skills in their fields by carrying out their duties effectively and efficiently. Lack of mastery of pedagogic competence will also result in less qualified human resources because the teacher is just coming and giving material.

In practice, the pedagogical competence shown by teachers is in the form of applying their expertise, namely: 1). compile an assessment tool based on the lesson plans' learning objectives; 2). carry out assessments with various techniques and types of assessment; 3). analyze the results of the assessment; 4). utilize student input and reflect on it to improve further learning; 5). use the assessment results to prepare the next learning plan; 6). conducting classroom action research to improve the quality of education, and others (Irnaningsih et al., 2021), all of this expertise is unlikely to go well if Technical Guidance does not accompany it.

Problems that require technical guidance, among others, are related to a lack of skills and knowledge, so competency standards cannot be achieved. One of the benefits of implementing Bimtek is increasing competency, creating a harmonious relationship between superiors and subordinates, making the decision-making process faster and more precise, increasing morale, encouraging openness in management through applying a participatory managerial style, and facilitating the flow of communication. Practical, functional conflict resolution (Siahaan & Tampubolon, 2017). The effectiveness of Technical Guidance is determined by several factors, namely: research and data collection regarding the need for training, choosing the material, determining the training method, selecting the required trainers, preparing the needed facilities, selecting participants, implementing the program (Septianis Kartika & Simorangkir, 2019).

Technical Guidance is a training activity and knowledge and ability development that can be used to solve problems faced by individuals or particular institutions. Technical Guidance is an activity where participants are given training that increases participant competency. While effectiveness generally shows how far a goal has been achieved that has been determined beforehand. In principle, Technical Guidance is an activity to develop knowledge and skills that can be used to solve problems faced by each individual or specific institution. So that by following Technical Guidance, it is hoped that you will be able to take benefits with a competency-oriented orientation.

It is facing the fact that the higher the level of competency required for a teacher, the more, of course, Technical Guidance has become necessary for individuals, agencies, or government agencies. Technical Guidance presents technical guidance

material tailored to government agencies' needs with the aim that participating in this Bimtek activity can contribute to increasing competence (Septianis Kartika & Simorangkir, 2019).

The explanation above is the basis for thinking to describe the answer to this research problem: *how is the effectiveness of the Implementation of Technical Guidance in Improving Teacher Competence in Implementing the Project to Strengthen Pancasila Student Profiles?*

METHODS

This research is qualitative research with a descriptive method. Descriptive research is research conducted to describe or describe the implementation of Technical Guidance in the form of implementation of Technical Guidance which includes Technical Guidance themes, timeliness, Technical Guidance atmosphere, material completeness, committee service, attitude, and tools. The research also describes the competence of resource persons in Technical Guidance activities. The research subjects were teachers and school principals who attended Technical Guidance, which had been carried out by Students of the Doctoral Program (Educational Sciences) at Nusantara Islamic University Bandung.

RESULT AND DISCUSSION

This research is based on PKM (Community Service) activities that have been carried out by Doctoral Program Students (S3) at the Islamic Nusantara University (UNINUS) Bandung, which is held online (in the network), which are divided into 2 (two) activity sessions, namely: *The Webinar Session (web-seminar)*, held on October 29, 2022, and the *Bimtek Session,* held on October 5, 2022. The main reason for having the Webinar and Technical Guidance online, among others, is that this Community Service activity involves various elements, namely: students, teachers, principals, and other educational factors, scattered in multiple regions. Class B, S3 (Educational Science) students at Nusantara Islamic University Bandung are scattered in several provinces: West Java, Central Java, Banten, and several other cities in Indonesia. Therefore, the implementation of this Community service activity is carried out through online webinars and technical guidance.

Technical Guidance participants who enter via *google-form*, both at the time of registration, Bimtek activities, Bimtek attendance, and assignments, accumulate as follows: 1). 515 official registrants (according to Excel data); 2). Presence of Webinar attendance of 378 participants (according to Excel data); 3). Presence of Bimtek attendance of 148 participants (according to Excel data); The final presentation, which gives Technical Guidance assignments for 60 participants (according to the duties entered on *Google Drive*).

Participants' answers to the *Pre-Test* and *Post-Test* in the Technical Guidance activity become primary data, which can then be processed according to the

perspectives and theories that support it. Thus, the data found is significant. The results and findings of the Technical Guidance activities include the following:

1. Internal and External Conditions of Technical Guidance Participants *(Pre-Test).*

a. Participants already have Self-Efficacy.

The first *pre-test question* was given to Technical Guidance participants: "In our school, all teachers and principals always *encourage innovation & can take risks* in work." From this question, 381 answers were found, as shown in table 1, as follows:

Table 1

Teacher Self-Efficacy

Answer Description	Percentage (%)	Amount
Strongly agree	48,56	185
Agree	47.98	179
Doubtful	3.94	15
Disagree	0.52	2
Strongly Disagree	0	0
AMOUNT	100	381

Source: Research Data Processing.

The table above illustrates how the condition of Teacher Efficacy is embedded in each school. This condition reflects that Bimtek participants already have high self-confidence and self-control, so their independence from risks and efforts to maintain creativity is maintained. This is evidenced by the percentage of *Strongly Agree* and *Agree on answers* of 48.56% and 47.98%, or as many as 185 and 179 participants, as emphasized in the following diagram 1:

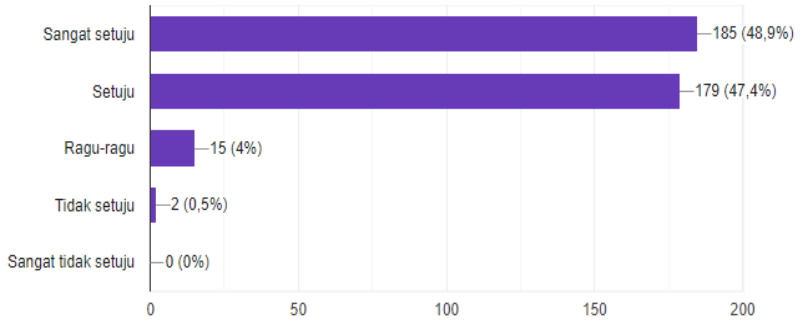

Diagram 1
Teacher Self-Efficacy

According to Bandura in Feist & Feist (2009), self-efficacy is defined as *"a person's belief in his ability to control his functioning and environmental conditions"* (p.488). Self-efficacy is a person's belief in the ability possessed someone to be able to complete a task or goal and can produce the desired positive effect (Feist & Feist, 2009; King, 2014).

This self-efficacy is characterized by three dimensions: *(a) the level* is the individual's belief in himself that is related to the degree of difficulty and challenge contained in a task. A person's belief in success in a job can usually be measured by the level of task demands which represent various levels of difficulty and challenges or obstacles that can prevent a person from succeeding. The job will be easy if there are no obstacles in a task. This results in each individual having a uniformly high level of *self*-efficacy for the study. So, the more complex a job is, the individual's level of *self-efficacy* will tend to decrease according to the task's difficulty level. The second dimension*, (b) generality,* is individual confidence in various varied tasks. The third dimension, *(c) strength,* is the individual's belief in his ability to do the job (Tanurezal & Tumanggor, 2020).

b. Participants are task-oriented and focused.

The second *pre-test question* was given to Technical participants: "In our school, all teachers and principals always *pay attention to problems in detail*. From this question, 383 answers were found, as shown in table 2, as follows:

Table 2
Task-Oriented and Focused

Answer Description	Percentage (%)	Amount
Strongly agree	42.04	161
Agree	52,22	200
Doubtful	4.96	19
Disagree	0.78	3
Strongly Disagree	0.00	0
AMOUNT	100	383

Source: Research Data Processing.

From the data above, it is known that principals and teachers who are participants in this Technical Guidance have been able to build positive relationships that can foster productive work behavior by always *paying attention to problems in detail*. This is evidenced by the percentage of Strongly Agree and Agree answers of 42.04% and 52.22%, or as many as 161 and 200 participants. as emphasized in the following diagram:

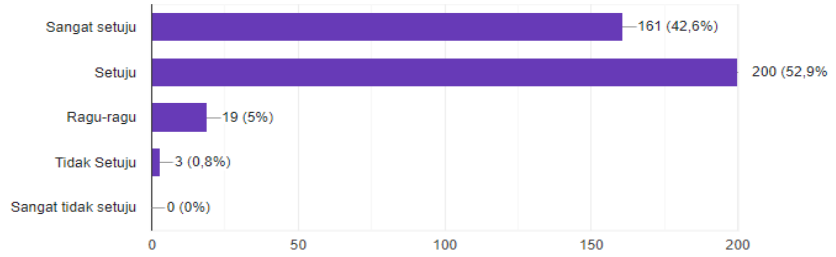

Diagram 2
Task-Oriented and Focused

Theoretically, that effort to pay attention to these complicated problems is a task-oriented and focused activity. According to Kaswan (2021), two critical aspects are essential to leadership: influence and interpersonal relationships. The leader's success is determined by the ability to influence and establish interpersonal relationships with the group or team they lead. The development of a focus-oriented leadership concept is also based on these two aspects.

How well the leader influences subordinates in the form of a certain level of focus or concentration at work and how well the leader builds positive relationships that can foster productive work behavior, especially the attainment of better results. So, focus-oriented leadership can be defined as an interactive activity carried out by leaders to help subordinates become more focused at work to produce the best productivity.

Several ideas regarding focus can be found in the literature. Goleman (2015) mentions three forms of focus that leaders must have: inward focus, outward focus, and broader context. Inward focus is intended to build self-awareness in the mental and psychological aspects, seeing ourselves as others see us, and strong self-control. Outward focus on the ability to read others, empathize and be socially sensitive. Focus on the broader context regarding understanding patterns in organizational environments, social systems, and threat anticipation and chaos mitigation. Meanwhile, Babauta (2016) emphasizes the role of managers at work in building a work-focused work culture, such as using simple techniques to change an unproductive work culture (Robiansyah, 2019).

c. Participants are already disoriented towards Goals and Outcomes.

The third pre-test question was given to Technical Guidance participants, "In our school, all teachers and principals always *focus on results* ." From this question, as many as 385 answers were found, as shown in Table 3. This data indicates that principals and teachers participating in this Technical Guidance still have difficulty focusing on results. This is possible because the ultimate goal of a learning program project in schools does not yet have the same perception.

Table 3
Goal/Result Oriented

Answer Description	Percentage (%)	Amount
Strongly agree	24,42	94
Agree	45.97	177
Doubtful	11.69	45
Disagree	16,36	63
Strongly Disagree	1.56	6
AMOUNT	100	385

Source: Research Data Processing.

Finding this common perception will be an obstacle in implementing the Pancasila Student Profile Strengthening Project in schools. The percentage of answers evidence this Strongly Agree, Agree, Undecided, Disagree, and Strongly Disagree, which vary significantly, namely 24.42%, 45.97%, 11.69%, 16.36%, and 1 .56%. As emphasized in the following diagram:

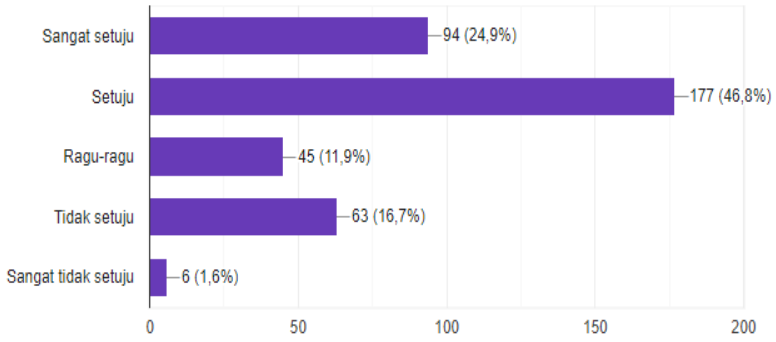

Diagram 3
Goal/Result Oriented

The findings of the data above, theoretically Robbins (2002: 260), suggests the three most common performance criteria, namely: individual work results, behavior, and traits. These three criteria can be seen from the teacher's results in planning the teaching and learning activities, learning in the classroom, and making the results of learning evaluations. This is in line with the Ministry of National Education (2008:22-24), where there are indicators for assessing teacher performance: 1). Activity Program Learning Planning; 2). Implementation of Learning Activities (Classroom Management, Use of Learning Methods); 3). Assessment of Learning.

d. Participants already have an attitude of Empathy and Solidarity.

The fourth *pre-test question* was given to Technical Guidance participants: "In our school, all teachers and principals are always *oriented to human (human) attitudes and behavior,* not just to their work." From this question, 378 answers were found, as shown in table 4, as follows:

Table 4
Prioritizing Empathy and Solidarity

Answer Description	Percentage (%)	Amount
Strongly agree	42.06	159
Agree	52,91	200
Doubtful	3,17	12
Disagree	1.85	7
Strongly Disagree	0.00	0
AMOUNT	100	378

Source: Research Data Processing.

From the data above, it is known that principals and teachers who are participants in this Technical Guidance have been able to build *an organizational climate* through emphatic relationships, which can foster solidarity between teachers, namely: by always *being oriented towards the attitudes and behavior of fellow human beings*. This is evidenced by the percentage of *Strongly Agree* and *Agree responses of* 42.06% and 52.91%, or 159 and 200 participants, respectively. as emphasized in the following diagram:

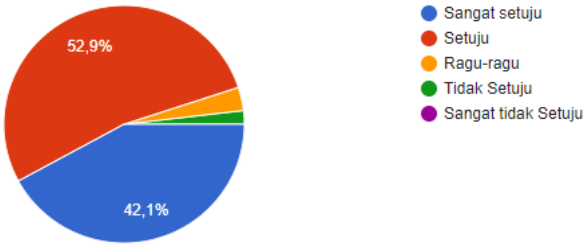

Diagram 4
Prioritizing Empathy and Solidarity

Conceptually, Suharsaputra (2010: 73) has stated that there is always an organizational climate, where this organizational climate is the attitude and behavior of the organization that has an impact on performance through an environment that is effective in carrying out its duties. The organizational climate of the school determines maximizing teacher performance. A good school organizational climate will positively impact teachers in achieving their organizational goals. Well-established relationships between teachers and co-workers, students, and school principals, as well as a conducive work environment, will affect teacher performance at school (Ramadan, 2020).

e. Participants already have a collaborative and cooperative attitude.

The last *pre-test question* was given to Technical Guidance participants: "In our school, all teachers and principals are always *oriented towards teamwork*, not individually." From this question, 378 answers were found, as shown in table 5, as follows:

Table 5
Prioritizing Collaboration and Cooperation

Answer Description	Percentage (%)	Amount
Strongly agree	43,92	166
Agree	50,53	191
Doubtful	3.70	14
Disagree	1.85	7
Strongly Disagree	0.00	0
AMOUNT	100	378

Source: Research Data Processing.

The data in table 5 above shows that school principals and teachers participating in this Technical Guidance have built good collaboration and cooperation. The teachers and principals have both committed to improving their performance mutually. This is evidenced by the percentage of *Strongly Agree* and *Agree answers* of 43.92% and 50.53%, with the number of participants being 166 and 191 participants respectively, as emphasized in the following diagram:

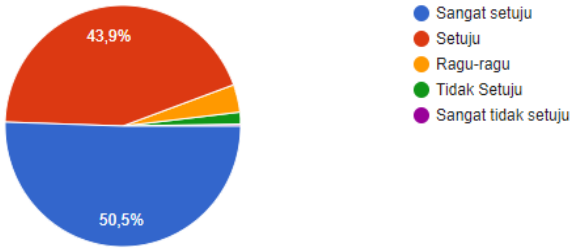

Diagram 5
Prioritizing Empathy and Solidarity

In general, one of the skills teachers must possess in the 21st century is *Collaborative Skills*. Where *Collaborative Skills are behaviors that help two or more people work together and function well in the process*. *Collaborative Skills* are behaviors that help two or more people work together and perform well in the process. Collaboration relies heavily on the ability to join in, commit to working with others, listen to what others have to say, and encourage others to talk and have ideas or opinions. In education, cooperative skills must be implemented in learning, both inside and outside of school. Collaboration can accelerate learning goals because a learning community always has better results than individuals (Leonard, 2013) (Irnaningsih et al., 2021).

From the findings of the data and interpretation described above, it can be concluded that the participants who have Technical Guidance have provisions from their respective schools related to the internal and external conditions of the participants, which are known through *the Pre-Test*. This reflects that teachers and school principals' readiness to participate in Technical Guidance regarding preparing teaching modules for the Strengthening Pancasila Student Profile Project is good and can be used as *added value*, both for the participants and the effectiveness of Technical Guidance in general. Thus, it can be stated here that the Participants, including one, already own the potential success in achieving effectivenessants 1). Participants already have Self-Efficacy; 2). Participants are task-oriented and focused; 3). Participants are disoriented towards goals and outcomes; 4). Participants already have an attitude of Empathy and Solidarity; 5). Participants already have a collaborative and cooperative attitude.

2. Conditions of Teacher Pedagogic Competence.

In general, Bimtek Participants could answer the questions in the Post-Test properly and correctly, and maybe some participants lacked concentration in following

the Bimtek. Participants' answers to the *Post-Test questions* become primary data and can then be processed according to perspectives, perceptions, and the theories that support them. Thus, the existing data becomes very meaningful. In connection with the participants' answers, it can be concluded as follows:

a. What is meant by Pancasila Student Profile?

The Pancasila Student Profile is designed to answer one big question: *"What kind of student profile (competence) does the Indonesian education system want to produce?"*Therefore, the answer is that *"Indonesian students are lifelong learners who are competent, have character, and behave according to Pancasila values."*

This statement relates to two main things: competence to become citizens of a democratic Indonesia and to become superior and productive human beings in the 21st century. In this case, Indonesian students are expected to be able to participate in global development that is sustainable and resilient in facing various challenges (Asrijanty, 2021). This is corroborated by the answers of Technical Guidance Participants and diagram 6, that the Participants who answered the most correctly were 98% out of 306 responses. Furthermore, other answers found, among others:

1. Students as long as they can pay for education = 0%
2. Lifelong student, competent & character ***= 98 %***
3. Students as long as they are motivated to learn = 1.3%
4. Good student and always successful = 0.7 %

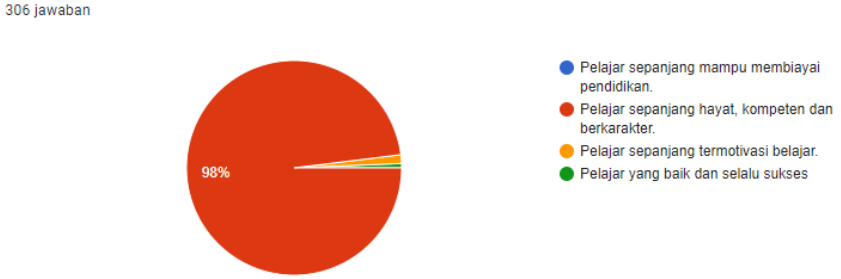

Diagram 6
Teacher Competency 1

b. Mention 2 (two) dimensions of the 6 (six) profiles of Pancasila students?

According to the profile of Pancasila students (Kemendikbud, 2021; Rachmawati et al., 2022), six profiles are the core competencies in the driving teacher program in realizing the profile of Pancasila students. Among them, 1) have faith, fear God, and have noble character; 2) be independent; 3) critical reasoning; 4) be creative; 5) work together; 6) global diversity (Kurniawaty et al., 2022). From the questions given to Technical Guidance Participants regarding 6 (six) Pancasila Student Profiles, it was found that Technical Guidance Participants who answered the most correctly were

82.4% of the 306 answers that were submitted. Furthermore, other answers found, among others:

1. Motivated and suggested = 2.9 % = 9 answers.
2. Skilled and hardworking = 7.2 % = 22 answers.
3. Critical and Creative ***Reasoning = 82.4 % = 252 answers.***
4. Socializing and interacting = 18.6 % = 57 answers.

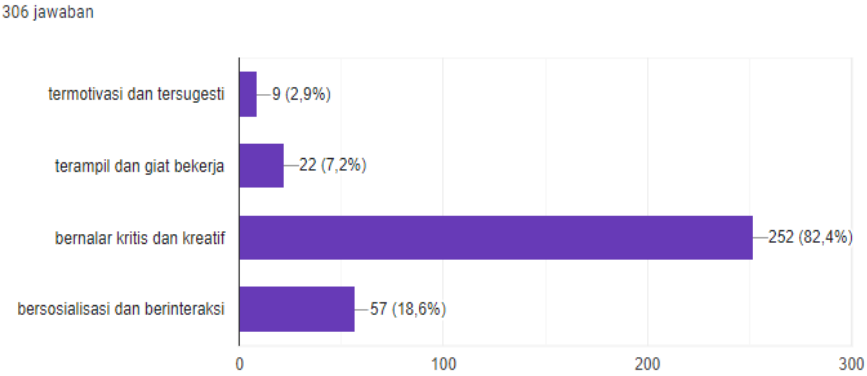

Diagram 7
Teacher Competency 2

c. What is meant by "Project Base Learning"?

The Pancasila student profile can be applied through school culture, intra-curricular learning, and co-curricular and extra-curricular activities, which focus on building character and abilities built-in in daily life and lived in each individual. The *project-based* learning approach is used in implementing the profile of Pancasila students in schools. However, this project differs from the intra-curricular programs often carried out in the classroom (Rachmawati et al., 2022).

The project is designed so that students can investigate, solve problems, and make decisions. Learners work within a scheduled period to produce products and actions (Aditomo, 2022). From the questions given to Technical Guidance Participants regarding *the project-based-learning approach* above, it is known that Technical Guidance Participants who answered the most correctly were 95.4% of the 306 answers that were submitted. Furthermore, other answers were found, as illustrated in diagram 8, including:

1. Curriculum-based learning = 6.2% = 19 answers.
2. Working hours based learning = 1.6 % = 5 answers.
3. Budget-based learning = 0.7 % = 2 answers.
4. Project-based learning ***= 95.4 % = 192 answers.***

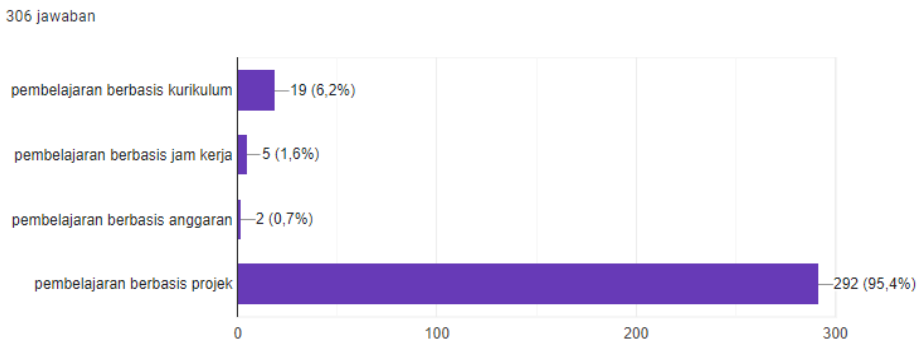

Diagram 8
Teacher Competency 3

d. Seeing something as a whole, whole, not partial, is this term called?

The Pancasila Student Profile is achieved in the Pancasila Student Profile Strengthening Project program through learning in various disciplines to observe and address issues in the environment around students. For this reason, the principles for implementing the Pancasila student profile include the following: 1) Holistic; 2) Contextual; 3) Centered on Learners 4); Explorative (Safitri et al., 2022). One of them, principles such as Holistic, means looking at something as a whole and as a whole, not partial or separated. In the context of designing the Project for Strengthening Pancasila Student Profiles and Work Culture, a holistic thinking framework encourages us to examine a theme as a whole and see the interconnections of various things to understand an issue in depth (Asrijanty, 2021).

From the questions given to Technical Guidance Participants regarding this Holistic Approach, it is known that Technical Guidance Participants who answered the most correctly were 64.1% of the 306 answers that were entered. Furthermore, other answers were found, as illustrated in diagram 9, including:

1. Consistent = 6.5 % = 20 answers.
2. Holistic ***= 64.1 % = 196 answers.***
3. Explorative = 13.7 % = 42 answers.
4. Contextual = 15.7 % = 48 answers.

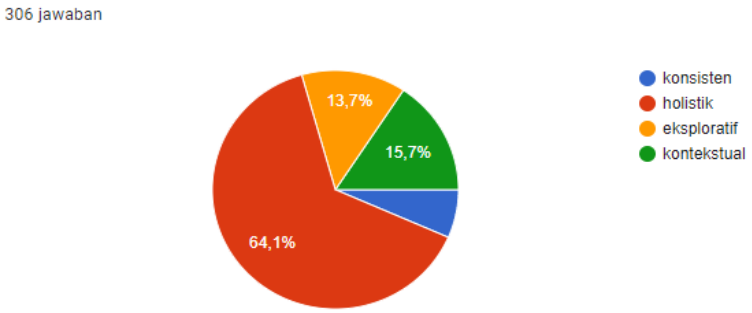

Chart 9
Teacher Competency 4

e. State the benefits of the Pancasila Student Profile Strengthening Project for students?

The project to strengthen the Pancasila student profile provides space for all members of the education unit community to practice and practice the Pancasila student profile. Benefits for students include: Strengthening character and developing competence as active world citizens; Participating in planning activities and continuing learning: Developing skills, attitudes, and knowledge needed to work on projects within a certain period; Practicing problem-solving skills in a variety of learning situations; Showing responsibility and concern for the issues around them as a form of learning outcomes; Appreciate the learning process and be proud of the results of achievements that have been optimally pursued (Asrijanty, 2021).

From the questions given to Technical Guidance Participants regarding the benefits of P5 for these students, it was found that Technical Guidance Participants who answered the most correctly were 85.3% of the 306 answers entered. Furthermore, other answers were found, as illustrated in diagram 10, including:

1. Students can learn to be responsible = ***85.3 % = 261 answers.***
2. Students are freer to learn or not = 1.2 % = 4 answers.
3. Students are more independent with school regulations = 13.5 % = 41 answers.
4. Students dare to argue, even with the teacher = 0 %

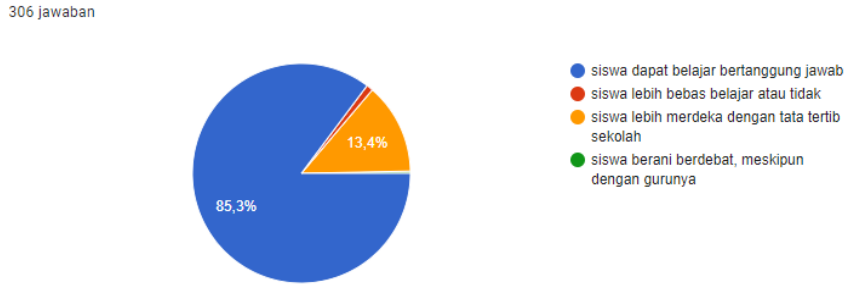

Diagram 10
Teacher Competency 5

Of all the answers received from Technical Guidance Participants, it is known that the average percentage of correct answers is 85.06%, with an average number of participants of 260 Participants. This is interpreted that the competence of teachers related to the learning understanding of the Pancasila Student Profile Strengthening Project is increasing.

Table 6
Answers Score 'Correct' on *the Post-Test* (Competency)

Answer Description	Percentage (%)	Amount
Correct answer No.1	98.00	300
Correct answer No.2	82.40	252
Correct answer No.3	95.40	292
Correct answer No.4	64,20	196

Answer Description	Percentage (%)	Amount
Correct answer No.5	85.30	261
AVERAGE	**85.06**	**260**

Source: Research Data Processing.

3. Effectiveness of Implementation of Technical Guidance.

Evaluation of Technical Guidance, whose implementation begins with a Webinar activity, is taking place effectively. This is reflected in the answers of the Participants who entered. The answers are then processed to be narrated to measure the effectiveness of Technical Guidance implementation in improving teacher pedagogical competence.

It should be noted that participants who took part in Technical Guidance to completion and submitted their assignments related to the preparation of teaching materials for the Strengthening Pancasila Student Profile Project totaled 60 participants. The Participant's answers to the evaluation of the implementation are as follows:

a. Technical Guidance participants took part in the activity until it was finished.

Regarding the condition of Technical Guidance Participants, in participating in this activity until it was completed, 60 answers were found, namely:

a. Participants who followed until finished, as many as 45 participants ***(75%).***

b. There were 12 participants (20%) who were less focused but took part in the activity until it was finished.

c. 2 participants (3.3%) were less focused but did not finish participating in the activity.

d. Participants who did not finish participating in the activity were 1 participant (1.7%).

The answers from all Technical Guidance Participants can be assured that the effectiveness of Technical Guidance implementation is going well ***(75%)***. This is illustrated in the following diagram:

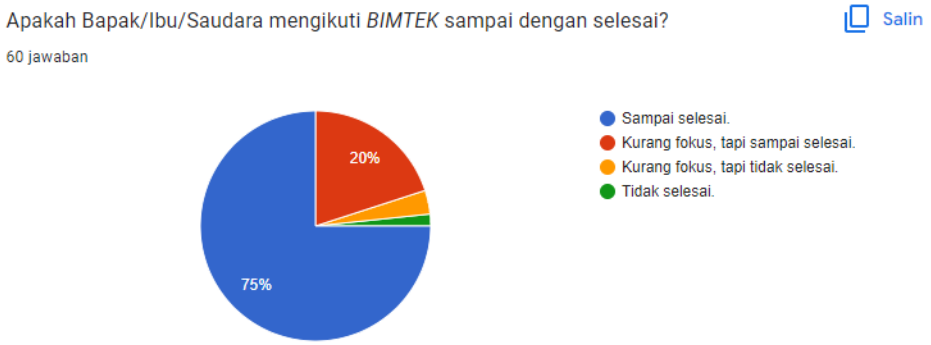

Diagram 11
Conditions of Technical Guidance Participants

b. Technically oriented Technical Guidance material.

Technically oriented presenters or speakers present technical Guidance Material, so Technical Guidance Participants can directly apply it in their respective schools. The presenters have also prepared templates (examples) that can now be used as a reference in compiling these teaching materials. Regarding this Bimtek material, 60 answers were found, as follows:

a. Participants who said that Technical Guidance material was very technically oriented ***= 63.3%*** = 38 participants.
b. Participants who said that Technical Guidance material was quite technically oriented = ***36.7%*** = 22 participants.
c. Participants who say that Technical Guidance material is less technically oriented = 0%.
d. Participants who say that Technical Guidance material is not technically oriented = 0%.

The answers from all Bimtek Participants related to Bimtek Materials can be believed that the effectiveness of Technical Guidance implementation is going ***well (63.3% and 36.7%)***. This is illustrated in the following diagram:

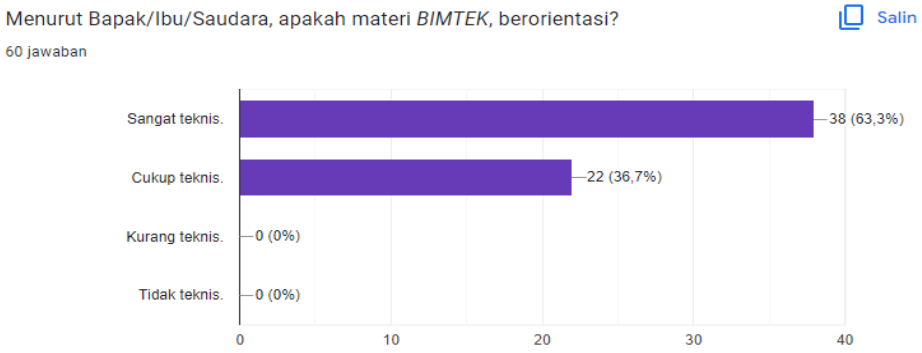

Diagram 12
Technical Oriented Bimtek Material

c. Technical Guidance material is easy to understand operationally.

The Technical Guidance Material that the speakers have explained is straightforward to understand operationally. Therefore Technical Guidance Participants can immediately carry out the assignments of the presenters and send them to the *Google form*, which the organizers have prepared. In connection with this Technical Guidance material which is easy to understand operationally, 60 answers were found, namely:

a. Participants who answered *Very Understandably Operationally* were ***46.7%*** or as many as 28 participants.
b. Participants who answered " *Sufficiently Understood Operationally"* were ***51.7%*** or as many as 31 participants.

c. Participants who answered *Less Understood Operationally* were 1.7% or 1 participant.
d. Participants who answered "*Not understandable operationally" were* 1.7% or as many as 1, participants

In general, the data above shows that Technical Guidance material can be understood operationally by Participants, namely 46.7% and 51.7%.

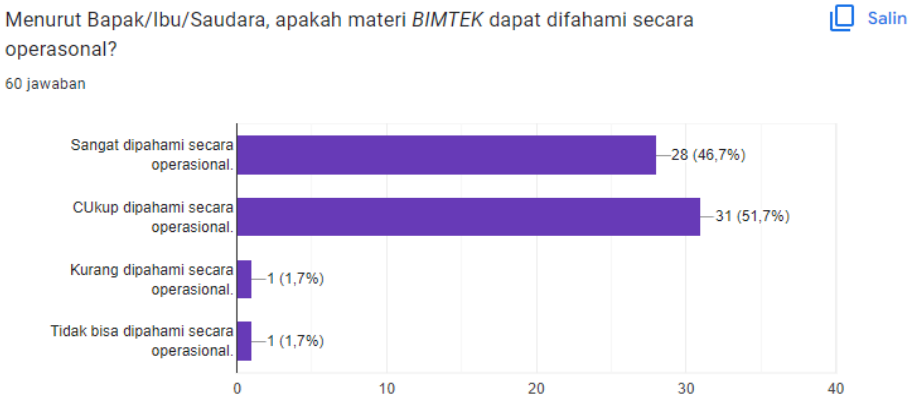

Diagram 13
Bimtek material is easy to understand

d. Technical Guidance Resources are Very Competent.

The competency of the Technical Guidance Resource Person (Bimtek) received great appreciation from the Participants, so the Participants' assessment of the speakers *was Very Good*, namely 75% of Participants. In comparison, the remaining 25% stated that they were reasonably competent and mastered the material. The following diagram evidence this:

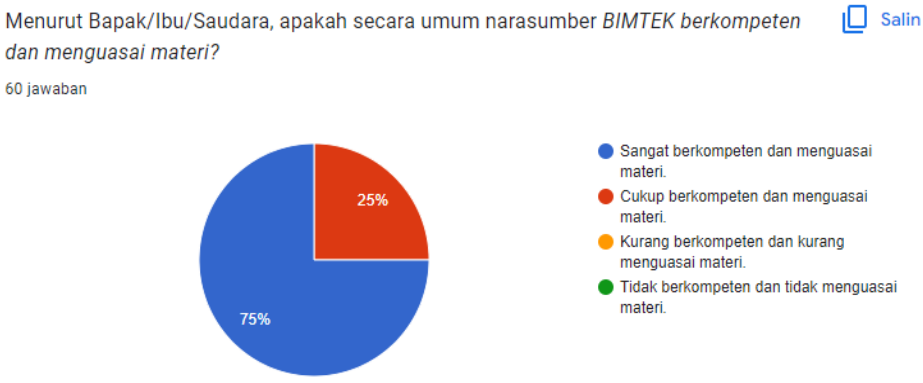

Diagram 14
Very Competent Resource Person

a. Very competent and mastered the material = 75% = 45 participants.
b. Competent enough and master the material 25% = 15 participants.
c. Less competent and less mastery of the material = 0%.
d. Not competent and do not master the material = 0%.

e. Willingness of Participants in Making Assignments.

Regarding the tasks assigned to Participants to submit Technical Guidance assignments, it turned out that almost all Participants were willing to submit Technical Guidance assignments. These only 4 participants were less generous. After being confirmed, related to the Participant's Unwillingness to abandon their jobs, it turned out that the participants who answered were indeed less focused and did not finish participating in the activity. Participants who responded *Very Willing* and *Willing*, if a total of 93.3% or as many as 56 participants, the remaining 4 Participants answered *Less Willing.*

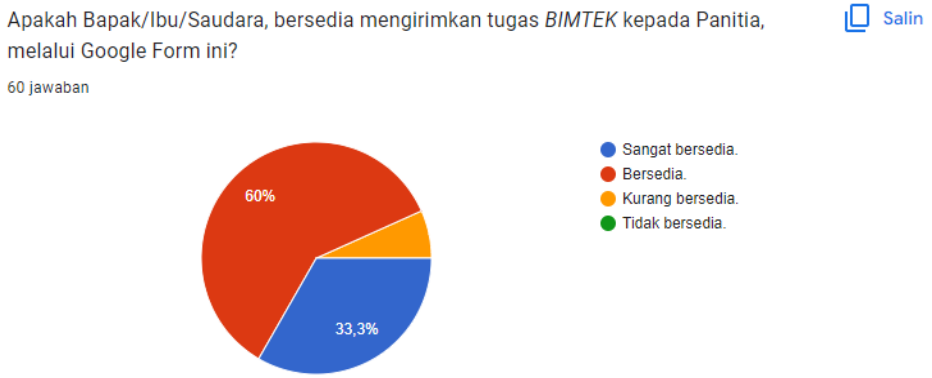

Diagram 15
The willingness of Participants in Making Assignments

a. Very willing = 33.3 % = 20 participants.
b. Willing = 60% = 36 participants .
c. Less willing = 6.7% = 4 participants .
d. Not willing = 0%.

The compilation and accumulation of all Participants' answers regarding the effectiveness of this Technical Guidance implementation have reflected the effectiveness of these activities. This is shown from the display of data which all describe good conditions. Because effectiveness is the success or achievement of a program or activity that has been carried out within a certain period based on predetermined targets. Effectiveness generally shows how far a goal is achieved, determined by the target (quantity, quality, and time) to be completed. The closer the achievement is to the expected performance (standard), the more influential the performance

CONCLUSION

Competence is a person's nature, knowledge, and personal abilities that are relevant when carrying out their primary duties effectively and efficiently. Hence, a competent teacher is a teacher who has relevant knowledge and skills in his field by carrying out his duties effectively and efficiently—facing the fact that the higher the

level of competency required for a teacher, then of course Technical Guidance has become a necessity for every individual, institution or government agency. Technical Guidance presents technical guidance material that is tailored to the needs of government agencies with the aim that participating in this Bimtek activity can contribute to increasing teacher competence. Data obtained from the implementation of Technical Guidance, among others: 1). Internal and External Conditions of Technical Guidance Participants; 2) Conditions of Pedagogic Competence of Technical Guidance Participants; 3). The Effectiveness of Technical Guidance Implementation.

Internal and External Conditions of Technical Guidance Participants are essential because these conditions will affect the Technical Guidance process. Several diseases affect the effectiveness of the guidance process, including 1). Participants already have Self-Efficacy; 2). Participants already have a task orientation and focus; 3). Participants already have a direction toward Goals and Results; 4). Participants already have an attitude of empathy and solidarity; 5). Participants already have a collaborative and cooperative attitude. The teacher's five internal and external conditions reflect the potential for a teacher to have pedagogical competence in implementing an independent curriculum.

Furthermore, the teacher's pedagogical competence was reflected in the participants' answers regarding the Strengthening Pancasila Student Profile Project material. From all the answers of Technical Guidance Participants, it is known that the average percentage of correct answers is 85.06%, with an average number of participants of 260. This is interpreted that the competence of teachers related to the learning understanding of the Pancasila Student Profile Strengthening Project is increasing with the existence of Technical Guidance.

Finally, it relates to the effectiveness of the implementation of Technical Guidance, where Participants have answered straightforwardly described their participation, the Technical Guidance material presented, the ease of understanding Technical Guidance material, very competent resource persons, and the willingness of Participants to fulfill the tasks of the presenters. If you look closely and the results of the analysis are descriptive, the effectiveness of the implementation of Technical Guidance is going well and by the ongoing plans and processes.

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