



Jurnal Pendidikan Edutama

Volumes 11 Numbers 1 January 2024
P-ISSN: 2339-2258 | E-ISSN: 2548-821X
IKIP PGRI Bojonegoro

The Influence of Literacy Culture on the Pedagogical Competence of Buddhism Teachers at SMA/SMK Level in Indonesia

Agus Subandi^{1*}, Urip Widodo², Widia Darma³, Santi Paramita⁴

^{1*, 2, 3, 4} STAB Negeri Raden Wijaya Wonogiri, Indonesia

uppalasubandi@gmail.com^{*1}, urwido@gmail.com², santiparamita72@gmail.com⁴

*Corresponding Author

Keywords

Literacy culture,
Pedagogical Competence

Abstract

Teachers who still do not have pedagogical competence are not able to create good learning conditions and cannot condition students' learning methods to be effective and successful due to teachers' literacy culture and limited ability to manage learning. The aim of this research was to determine the influence of literacy culture on the pedagogical competence of high school/vocational school level Buddhist teachers in Indonesia. This research uses quantitative research methods. This researcher used a survey approach with a sample of 37 high school/vocational school teachers in various regions in Indonesia via Google form. The results of this research are that literacy culture influences teacher pedagogical competence. This is proven by the regression coefficient value of the literacy culture variable (t calculated) which is 2.835 compared to the t table of 2.059, the significance of the literacy culture variable on the related variable, namely teacher pedagogical competence, is 0.009 or smaller than the error threshold value of 0.05.

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Introduction

Teacher professionalism can be seen from four aspects of competence, including pedagogic competence, personality competence, social competence and professional competence (Ardina et al., 2019; Jalinus et al., 2020). Pedagogical competence relates to the teacher's ability to manage learning well, such as planning, implementing, evaluating learning,

managing the classroom, and using appropriate learning media. Personality competency concerns the teacher's personality who can be a good role model for students. Social competence is the ability possessed by teachers to maintain a good attitude and interact effectively and efficiently in community life (Schoonmaker-Gates, 2017). Meanwhile, professional competence concerns professional development, insight understanding, and mastery of academic study materials (Owan et al., 2019; Wulandari et al., 2023; Yunanda et al., 2018).

A professional teacher must be capable of organizing quality learning. To produce a capable generation, compete globally and be educated, as well as have good morals, so a teacher can be called a professional educator. To become a professional teacher, quality literacy is required to support science in the learning process. In the educational process, literacy becomes important.

Literacy culture greatly influences the level of success in reading. In reading, the base is deepening. Lots matter. With reading, a teacher will get useful insights and information in his life. Literacy culture possessed by a teacher can influence the delivery process of knowledge to participants (Abdullah, 2019).

Literacy culture can be instilled in teachers by getting used to it at home or at school. A teacher must have the motivation to continuously get used to reading so that it becomes a habit. In order to create students who have a culture of literacy, a teacher must set an example in terms of literacy, including by providing education by prioritizing learning activities to read, write and think to students (Burhani et al., 2021).

A professional teacher must be able to set an example in literacy culture and competence as an educator. A teacher can demonstrate good professionalism in applying their duties in the learning process. A teacher must also be able to coordinate and carry out clear communication within class groups so that students are able to receive the knowledge provided by the teacher optimally. This study of the scope of Buddhist Education covers six aspects consisting of: (1) Belief (Saddha); (2) Precepts; (3) Samadhi; (4) Panna; (5) Tripitaka (Tipitaka); and (6) History. This is used as a reference in developing a Buddhist curriculum at the elementary, middle school and high school/vocational school levels. The six aspects above are an integrated unit of Buddhist learning material which reflects the integrity of Buddhist teachings in order to develop students' spiritual potential. Aspects of belief that lead to piety, morality and spirituality as well as respect for human values and noble culture will be fulfilled. Buddhism and character education needs to be given special emphasis in relation to the formation of character (morality), namely a person's attitude or behavior in relation to oneself, family, society and nation, as well as the natural surroundings. The learning process must lead them from knowledge about kindness and love, then create a commitment to kindness, love and caring (altruism), which ultimately results in actually doing good. In the Buddha's words, "Knowledge alone will not free a person from suffering, but he must also implement it."

A teacher who has a good literacy culture and high pedagogical competence is expected to be able to realize good learning outcomes. It is important to study the influence of literacy culture and learning management on teachers' pedagogical competence in more depth so that

problems in terms of improving the quality and role of teachers, especially in managing learning, can be handled properly. Research related to teacher pedagogical competence shows that teacher pedagogical competence has implications for increasing students' motivation and interest in learning (Putri Balqis et al, 2020; Rusnawati 2021).

Teachers play a strategic role in the learning process at school. The teacher's strategic role is in forming character through the development of students' personalities. The development of students' personalities is driven by teacher competence. Competent Teacher can carry out task as professional educator . Professional Teacher can follow development knowledge knowledge , technology and art as well as can Teach in accordance with changing times and relationships with life daily from .

Participant his students. Teachers who are still Not yet own competence pedagogy Not yet capable create condition learning with Good as well as No can conditioning method learn empowered students use and succeed consequence culture teacher literacy and abilities manage ongoing learning limited . On the other hand , competence pedagogy Guru expected capable create conducive conditions in increase results learning . The role of Buddhist Education Teachers will be different with the role of educational teachers in general , teachers in general general have role as Re-education, that is give education repeat to participant education and Re-construction of personality, so The role of Buddhist teachers instills moral personality to participant educate , which is related with fellow human (humanist) and caring to all creature (altruist). Buddhist teachers teach values Love love can push knowledge student about all kindness , decency , wisdom , and doing deed Good . However , if the teacher does n't capable give example in culture literacy and management learning so will negative impact on Teacher pedagogic competence in the learning process

Method

The type of research that will be used that is survey research (Indrawan et al., 2021; Jaya, 2020; Rukajat, 2018). Researcher want to conducted a survey of Buddhist education teachers who taught at related high schools/K culture literacy and competence pedagogy possessed by a teacher .

Research will be carried out in various places in Indonesia. In principle, researchers expect as much data as possible to be collected from respondents (Van Jaarsveld et al., 2019; Vandergrift, 2006).

1. Population and Sample

Samples obtained from The results of the Google form filled in by vocational /high school teacher respondents totaled 37 respondents . Which is scattered from various provinces and cities in Indonesia. Researcher categorize respondents based on age , years of teaching , and employment status . Is known age Lowest the respondent who filled in questionnaire namely 23 years and the highest is 52 years . Long time teaching respondents who fill in the shortest questionnaire namely 7 months and the longest is 23 years . From a total of 37 respondents the It is known that 15 have civil servant status, 21 are honorary , and 1 is PPPK.

2. Data collection technique

Data only will collected through the questionnaire will be spread through various social media . Form questionnaire will use google form so more easy and accurate in filling it .

Results and Discussion

This research examines the cultural variables of literacy and pedagogical abilities of Buddhist teachers in high schools/high schools in Indonesia

Based on the research data presented , culture literacy carried out by teachers in " good " category . This matter shown by the results questionnaire that reached average score between 126-150 (taken from amount mark respondent) Category Good This based on categorical intervals as following :

Table 1. Intervals of categories of literacy culture variables

Intervals	Category	Frequency
176-200	Excellent	0
151-175	Very good	3
126-150	Good	23
101-125	Enough	10
76-100	Bad	1
50-75	Very bad	0

Source : research data processed

Based on results questionnaire is also known that variable culture literacy that has highest score is indicator habit reading (an average score of 3.78 was taken from questionnaire data results). This matter show that habit read more dominant than other indicators in influence competence teacher pedagogy has contribution big in support teacher competency . Education without reading is like a body without a soul (Gustini et al., 2019). The goal of literacy culture is to create a tradition of thinking followed by the process of reading and writing to create useful scientific writing.

Apart from that, this research measures the relationship between literacy culture and age and employment status. The results obtained were; Literacy abilities by age. The lowest age for Buddhist teachers who teach at high school or vocational school level is 23 years and the highest is 53 years.

Table 2: Teachers' cultural literacy abilities by age

Age	Frequenc	Score
y		Average
23-27	5	159
Years		
28-32	5	141
Years		

33-37 Years	8	139
38-41 Years	7	135
42-46 Years	8	130
47-50 Years	4	126

Source : research data processed

Based on this data is known that the more increase the teacher's age apparently the more reduce culture literacy possessed . If seen more carry on is known that culture highest literacy owned by teachers aged 23-27 years Ability literacy based on employment status . Based on existing data There are 15 high school/vocational school level Buddhist teachers with civil servant status and 21 teachers with honorary status .

Table 3. Capabilities culture teacher literacy based on employment status

Employment status	Frequency	Average Score
Civil servants	15	132
Honorary	21	156

Source : research data processed

Based on this data is known that teachers who have civil servant status have the average score is 132 while teachers with status Honorary own value 156. Current teacher employment status honorary it turns out No Lots influence on ability culture literacy possessed .

Teacher pedagogical competence is included in the "good" category. This is shown by the results of the questionnaire which reached an average score of 142 (taken from the total number of respondents' scores). This good category is based on the following category intervals:

Table 4. Interval Category Variable Teacher Pedagogical Competence

Intervals	Category	Frequency
176-200	Excellent	1
151-175	Very good	10
126-150	Good	18
101-125	Enough	8
76-100	Bad	0
50-75	Very bad	0

Source : Research Data Processed

Based on results questionnaire is also known that mastery to teaching materials and learning media own highest score 3.41 (taken from questionnaire data results). This matter show that competence Teacher pedagogy is determined by mastery to teaching materials and learning media .

Teacher will capable own competence good pedagogy if the teacher supported by good facilities and infrastructure For developing learning media and teaching materials . There is 1 teacher who has competence extraordinary pedagogical normal However there are 8 teachers who have competence pedagogical Enough . That matter can happen due to the long teaching time of the teacher or culture teacher literacy so need studied in a way more deep .

Teachers' pedagogical abilities are also seen from their age and employment status. Pedagogical abilities based on age/age

Table 5. Buddhist teachers' pedagogical abilities based on age

Age	Frequency	Average Score
23-27 Years	5	145
28-32 Years	5	136
33-37 Years	8	142
38-41 Years	7	153
42-46 Years	8	152
47-50 Years	4	169

Source : research data processed

Based on this data can is known that the more tall teacher's age then competence existing pedagogy the more tall . That matter can due to the teacher's extensive experience so that ability in control material the more Good.

Table 6. Capabilities Buddhist teacher pedagogy based on employment status

Employment status	Frequency	Average Score
Civil servants	15	156
Honorary	21	142

Source : research data processed

It turns out that the Buddhist teacher has civil servant status own mark more pedagogical tall If compared to with honorary teachers . That matter possible happen because civil servant

teachers have experience longer teaching if compared to honorary teachers so that mastery to material more Good .

Habit read can increase knowledge and understanding someone at something matter . Through the implementation of literacy, a person gains new understanding and knowledge about something. Being literate means being able to understand and interpret various new concepts (Permana et al., 2021; Timperley et al., 2009; Tiro, 2018). Information literacy abilities influence teachers' pedagogical competence by 59.2%; Literacy culture has a positive influence on teachers' pedagogical abilities, Media literacy abilities influence teachers' pedagogical competence and simultaneously, information literacy, media literacy and digital literacy abilities influence teachers' pedagogical competence (Ahmad et al., 2022).

If we look further, the literacy culture possessed by Buddhist education teachers at the high school or vocational school level really depends on the teacher's age. It is known that younger teachers tend to have a good literacy culture. Culture literacy can taking place optimally if somebody provide time For read and understand things new (Hartini et al , 2023). If you see matter the so can said that someone more young tend own more time Lots For do something so that possible that these teachers own more time and opportunities big For do activity reading and writing .

Conclusion

Literacy culture influences teachers' pedagogical competence. This is proven by the regression coefficient value of the literacy culture variable (t calculated) which is 2.835 compared to the t table of 2.059, the significance of the literacy culture variable on the related variable, namely teacher pedagogical competence, is 0.009 or smaller than the error threshold value of 0.05.

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