



Teacher Pedagogical Competence Development Workshop for Strengthening Student Character and Achievement Motivation

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Abstract: This workshop aims to improve teachers' pedagogical competence in strengthening students' character and achievement motivation. Strong pedagogical competence is an important foundation for teachers to be able to teach effectively and build students' character. This workshop involved a series of interactive sessions that included discussions related to the application of innovative learning techniques that focus on building students' character. This workshop was held at SDN 1 Ampenan, Mataram City and was attended by teachers and principals. From the results of the evaluation of this workshop activity, it received a positive response from all participants who attended. Most teachers also stated that this workshop provided new insights related to pedagogical competence which was considered very relevant to increasing student engagement. In addition, this evaluation also showed the need for further mentoring and periodic training so that implementation can run more optimally in the classroom.

Keywords: Pedagogical competence; Character education; Achievement motivation

Introduction

Character education and student achievement motivation are two very important aspects in elementary education. Character education in elementary schools serves to instill moral values such as responsibility, discipline, and respect, which will shape students' personalities from an early age (Purba et al., 2022). In addition to playing a role in character development, this education also contributes to increasing students' learning motivation, which can ultimately support their academic achievement (Fithriyaani et al., 2021). In its implementation, character education must involve all components of the school, including teachers, principals, and the school environment, to ensure that these character values can be properly absorbed by students (Benninga & Tracz, 2023).

Students' achievement motivation is an important factor that drives them to achieve higher results in academics. Strong character and high motivation are interconnected and mutually reinforce each other

(Enizah et al., 2024). Students who have strong intrinsic motivation tend to be more enthusiastic in participating in learning, so they can more easily achieve optimal results. The implementation of good character education not only increases learning motivation, but also creates a conducive learning environment, where students can develop their academic potential to the maximum (Andriani et al., 2023).

SDN 1 Ampenan Kota Mataram faces challenges in improving the pedagogical competence of its teachers. As a school known for its academic and non-academic achievements, it is important for this school to maintain and improve these qualities through strengthening the character and motivation of students. Strengthening the pedagogical competence of teachers is key to ensuring that they can meet the needs of students effectively and utilize relevant strategies in developing the character and achievement of students (Prasetyo et al., 2022). Teachers who have good pedagogical competence are able to design learning that is more adaptive to the individual needs of students and create a learning

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environment that supports students' academic and moral development (Djuwita, 2019).

In an effort to continue to maintain and improve the achievements that have been achieved, SDN 1 Ampenan is proposed to hold a pedagogical competence development workshop for teachers. This workshop aims to provide a deeper understanding of innovative learning methods and relevant strategies to improve student motivation and character. Training like this has proven effective in improving teacher pedagogical competence, which ultimately has an impact on improving student academic achievement and character (Halimah, 2024). Teachers' pedagogical competence plays an important role in managing interesting and appropriate learning according to students' needs, as well as in increasing student involvement in the learning process.

Various studies show that the development of teacher pedagogical competence can be done through training and professional development programs. Pedagogical competence includes the ability of teachers to understand educational theory, design relevant curriculum, and the ability to manage classes efficiently (Sherly et al., 2022). Ongoing professional training enables teachers to improve their skills in designing engaging learning experiences and preventing student boredom through the application of innovative methods that are relevant to student needs (Kugurakova et al., 2023). Effective professional development also has an impact on improving the overall quality of teaching, where teachers not only improve their classroom management skills but also enrich students' learning experiences (Muzaffar et al., 2023).

Pedagogical competence enables teachers to integrate character values into every aspect of learning, including discipline, responsibility, and honesty. Thus, a structured and continuous training program can help teachers implement a more holistic approach in their learning process. There are many challenges faced in implementing character education, especially in integrating character values into the curriculum. This workshop will help teachers understand ways to overcome these challenges.

Method

The community service activity entitled "Workshop on Developing Teacher Pedagogical Competence to Strengthen Student Character and Achievement Motivation" was carried out through several stages as follows:

Preparation Stage

At this stage, identification of needs and analysis of problems faced by teachers related to pedagogical

competence in efforts to strengthen student character and motivation were carried out. Discussions were held with teachers and principals at SDN 1 Ampenan, Mataram City to get an overview of the teaching methods that have been implemented and the challenges faced in developing student character. In addition, the community service team also prepared all equipment such as projectors, rooms, and attributes that support the smooth implementation of activities.

Workshop Implementation Stage

The workshop activity began with the delivery of welcoming remarks. The first welcoming remarks were delivered by the principal of SDN 1 Ampenan Kota Mataram, and the second welcoming remarks were delivered by the head of the community service team. In this welcoming activity, the head of the community service team introduced and introduced the objectives of the workshop to the participants. The next activity was the speaker team delivering material on teacher competence, aspects of pedagogical competence, student characteristics, powerful communication skills, learning and teaching, structuring the learning environment, learning strategies, learning evaluation, motivation and efforts to influence learning, managing teaching and learning activities, and others.

Evaluation Stage

After the workshop, an evaluation session was held to assess the success of the training. The evaluation was conducted using a questionnaire to measure participants' responses to the implementation of the workshop.

Result and Discussion

The implementation of the pedagogical competency development workshop at SDN 1 Ampenan Kota Mataram lasted for one day and was attended by all teachers and the principal. The workshop consisted of lecture and discussion sessions designed to improve teachers' understanding of basic pedagogical concepts, including how to apply them in strengthening students' character and achievement motivation. Various studies have shown that this type of training is very important in improving the quality of teaching and learning, with teachers trained to understand students' needs and apply more effective learning strategies (Karim et al., 2023). In addition, the training also helps teachers improve their classroom management skills, which are key to creating a supportive learning environment and increasing student engagement (Cahyanti et al., 2024).

In the presentation session, the community service team introduced the concepts of pedagogical competence and its importance in supporting character

education. Participants were given materials that included an in-depth understanding of student characteristics, which became the basis for them in planning and implementing effective and adaptive teaching strategies. This understanding is very important, considering that each student has different

learning needs, so that a flexible and individual needs-based pedagogical approach can significantly improve learning outcomes (Prasetyo et al., 2022). The presentation of materials and discussions with the community service team can be seen in Figure 1.



Figure 1. Presentation of material and discussion with the Community Service team

One of the important materials discussed in this session as seen in figure 1 is the ability to communicate effectively with students. This skill is a key skill in creating a positive and inclusive learning environment. Good communication skills between teachers and students can build strong and trusting relationships, so that students are more motivated to learn (Gizatullina, 2023). In addition, participants are also trained on the arrangement of the learning environment, appropriate learning strategies, and how to manage classes effectively to maximize student involvement in the learning process (HB et al., 2020).

A deep understanding of students' characteristics helps teachers adjust teaching strategies that are more relevant and adaptive to their needs. For example, the use of verbal and non-verbal communication strategies in the learning process has been proven effective in creating an interactive learning environment and supporting more active student engagement (Bukit et al., 2023). Effective communication between teachers and students encourages two-way interaction that can increase students' motivation to learn, especially when teachers use a more democratic approach in managing the classroom.

The pedagogical competency development workshop at SDN 1 Ampenan is very significant in developing students' characters. One of the focuses of this training is to prepare teachers with the ability to integrate character values into every aspect of learning (Surtini & Muhtar, 2024). Through this training, teachers are invited to better understand how to implement learning that integrates character values.

Character education cannot be separated from the learning process in the classroom. Teachers have a central role in creating an environment that encourages

students to demonstrate positive attitudes, such as tolerance, respect, and integrity (Tuhuteru et al., 2023). The workshop at SDN 1 Ampenan emphasized the importance of role models or exemplary behavior from teachers as an effective way to instill these values. This exemplary behavior is considered the most powerful approach to strengthening character education, because students tend to imitate the behavior demonstrated by their teachers (Okeke & Drake, 2014).

The workshop held at SDN 1 Ampenan provided insight for teachers on the importance of their role in strengthening students' characters. One aspect emphasized was the ability of teachers to understand students' characteristics and how this can support more effective learning. Prasetyo et al., (2022) explains that the use of direct observation techniques by teachers in understanding students' social-emotional and intellectual characteristics can help create a more personal and adaptive approach in the learning process.

In addition, teachers are also trained to develop strong personality competencies, which reflect emotional stability and maturity in managing the classroom. The development of teacher personality competencies has been shown to play an important role in building good relationships with students, which in turn strengthens the teaching of character values such as discipline, honesty, and responsibility. Herawati et al., (2023) shows that schools that implement character development management to improve teacher personality competencies are able to create a more conducive and inspiring learning environment for students.

The implementation of this workshop can be considered as a model that can be adopted by other schools in improving teacher pedagogical competence.

By developing relevant and applicable skills, as introduced in this workshop, other schools can also encourage teachers to focus more on student character education. This is in line with the view that character education carried out with a positive discipline approach can create a more harmonious learning environment and support students' personal development (Surtini & Muhtar, 2024).

In the final phase, an evaluation of the workshop implementation was conducted using a participant response questionnaire, which aimed to measure the effectiveness of the training program in improving teachers' pedagogical competence. The results of the questionnaire showed that all participants responded positively to the implementation of the ongoing workshop. Most teachers also stated that this workshop provided new insights into pedagogical competence that were considered very relevant to increasing student engagement. In addition, this evaluation also showed the need for further mentoring and periodic training so that implementation can run more optimally in the classroom.

Conclusion

The teacher pedagogical competence development workshop at SDN 1 Ampenan Kota Mataram provides a strong foundation for improving the quality of teaching and character education of students. With the knowledge gained, teachers are expected to have a better understanding of innovative ways to support character building and student motivation. This activity received a positive response from all participants who attended. As a suggestion, it is important for other schools to adopt a similar workshop model in order to improve teacher pedagogical competence. Continuous training and regular evaluation must continue to be carried out to ensure the effectiveness of this program. Support from education policy makers, such as the provision of adequate technology facilities and access to up-to-date learning resources, is also needed. That way, teachers can continue to update their skills and apply innovative and effective teaching methods, so that they can produce students who not only excel academically, but also have strong characters and are ready to face challenges in the future.

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