

# The Effect of the TBLA Method on Strengthening Teacher's QoP as a Contribution to Student Character Development

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*Abstract*— This study aims to determine the influence of Transcript Based Lesson Analysis (TBLA) methods on the priority level of the Quality of Pedagogical (QoP) elements in student character development. This type of research is experimental research with a post-test control group design research design. This research sample was elementary school students in Cluster XI of Buleleng Subdistrict who were selected using random sampling techniques. Research data collection instruments are using rubrics. The data analysis method used is bivariate statistical analysis whose data source is obtained from transcript-based lesson analysis. The results showed that 1) the priority level of the teacher's QoP element of 80% was obtained in Pedagogy Content Knowledge; 2) the priority level of the student character behavior element of 72% is obtained in the nationalist and mutual cooperation categories; 3) Methods and insights contribute to the character development of students by 89%.

*Keywords*—TBLA, QoP, student character

## I. INTRODUCTION

The learning process in the classroom is one of the stages that determines a student's learning success. In achieving the goals of learning and the success of the educational process, teachers have a role as mediators and the teaching component has an important role because teachers are directly involved in it. In addition, the student also determines himself whether he wants to succeed in learning or not. So in looking at the success of the teaching and learning process in schools can not be seen from one side only, but must be thorough. The creativity of teachers in teaching also seems to greatly influence the success of a learning goal achievement.

To meet 21<sup>st</sup> century education requires a change in traditional teacher-centered learning patterns into student-centered learning patterns. This is needed as a fulfillment of human needs for the development of increasingly sophisticated times. Professional teachers are not only described as exemplary teachers as teachers, but people who are able to educate, guide, direct, train, assess, and evaluate their learners. One of the competencies that must be owned by teachers is pedagogical competence, namely the ability to manage learning so that learners can actualize various potentials in him. This competence prioritizes the management of teachers in learning and student activity. Quality of Pedagogical (QoP) is the quality of learning management that teachers do to achieve learning goals.

The quality of pedagogical teachers needs to be improved because of two important things related to teacher capacity, namely methods and insights. If in a learning atmosphere there are some learners who experience confusion to understand the material until the end of learning then they will lose motivation to learn, and have the same effect on other subjects. Furthermore, there is disinterest present to the school and formed personal students who are unable to cultivate the character of hard work and independence.

This increase in the quality of pedagogical is related to the spirit of building reflective learning activities and related to methods and insights. Method is a learning method that will be visualized in a learning activity. The method of learning has three aspects, namely 1) Pedagogy Knowledge (PK), is an educational theory that discusses educational activities with the aim of changing behavior in children [1]. In addition to transforming knowledge and developing the child's personality [2]; 2) Content Knowledge (CK), is the ability of teachers to master knowledge in various fields of science, at least including mastery of subject matter and explore important content in learning. In other words CK leads to the specialty of the discipline or subject matter [3][4]; 3) Pedagogy Content Knowledge (PCK), is the specialized knowledge of a teacher in teaching content with strategies to be able to direct understanding to students [5][6], in the form of a blend of understanding of teaching material (content knowledge) and understanding how to educate (pedagogy knowledge) [7].

Insight is a deep knowledge and insight into the characteristics of learners. Insight relates to things that are not visible in the learning design and is unpredictable with the results of facial mimicry observations and noncognitive behaviors shown by students [8]. Insight has two aspects, namely 1) deepening the character of learners, has two indicators, namely interpreting facial nosebleeds and other noncognitive behaviors; 2) Decision making, has two indicators, namely initiatives to help learners and be sensitive to changes in the condition of learners.

Reigeluth as a learning scientist, even expressly placing the characteristics of students as one of the most influential variables in the development of learning management strategies [9]. Learning experts such as Banathy, Romiszowski, Dick and Carey, Gagne and Degeng [10], put the student's characteristic analysis step in a very important position before the selection and development of learning strategies. As explained in, Presidential Regulation No. 87 of 2017 character values are focused into the five main values of the character [11]. The five values are based on the values of the National Movement for Mental Revolution. The five main values of the character are religious, nationalist, independent, mutual cooperation, and integrity.

The first value, religious. This attitude reflects the spirit and devotion to God Almighty. This character value includes three dimensions, namely the individual's relationship with God, the individual with others, and the individual with nature (environment). Interpretation of behavior in these values is to say frankly if you make a mistake; do the test according to ability without cheating; speak honestly without exaggeration; behave in accordance with applicable norms and rules; friendly with anyone without discrimination; respect differences of opinion; maintain a harmonious relationship with everyone.

The second value, integrity. This attitude reflects an effort to establish himself as trustworthy in words, deeds, and work. Interpretation of behavior in such values is to be a good listener; participate in group activities; do not close yourself to the surrounding environment; have a strong sense of togetherness; be aware of his obligations as a student; willing to accept sanctions when violating the rules.

Third grade, independent. This attitude reflects dependence on others and uses energy, thoughts, and time to realize hopes, dreams, and ideals. The interpretation of behavior in such values is to address the problem itself and not rely on others; repeat or test according to his own ability; complete tasks on time; not unyielding when failure occurs; Trying to give your best in everything.

Fourth grade, nationalist. This attitude reflects a way of thinking, behaving, and doing that shows loyalty, concern, and high respect for the interests of the nation and state. Interpretation of behavior in such values is to obey the teacher's commands and advice; complying with school rules; not behaving at his own way; respect cultural, tribal, and religious differences; high discipline in school; Keep the environment clean and beautiful.

The fifth value, mutual cooperation. This attitude reflects the act of appreciating cooperation and helping each other solve problems, establish communication and friendship, as well as people in need. Interpretation of behavior in these values is to respect the opinions of others; mutual respect and love; graceful in joint deliberation; aware of their duties and obligations; light-hearted in helping others; not turning a blind eye to events in the surrounding environment; diligent in giving smiles, greetings, greetings when meeting other people.

Teachers must be able to create an effective learning process to meet the learning goals achieved. This can be done by analyzing the learning transcript method known as the Transcript Based Lesson Analysis (TBLA) method. The stages of activities in conducting an analysis of learning transcripts according to Matsubara [12] are recording, transcripts, word protocols, articulation of word protocols, and articulation relationships. This improves the teacher's ability to analyze transcripts and there is evidence to be seen of learning that may be missed. Transcript Based Lesson Analysis (TBLA) aims to uncover patterns of knowledge construction through conceptual mastery using Transcript Based Learning Analysis (TBLA) [13]. By interpreting teacher questions, feedback, and student responses in the classroom, teachers can reveal the tendency of class discussion whether authoritative or dialogical and find lesson gaps from the goal. Through this learning, teachers can reflect on their practices and know how to improve their learning process for better learning practices [14].

TBLA is a learning activity recording activity by conducting an in-depth learning analysis so that in-depth and authentic facts are obtained regarding student involvement in the learning process. Thus Lesson Analysis lenses our learning so that we can gain insight, knowledge and in-depth insights about the characteristics of learners in learning. While for teachers can be useful as a reflection of the improvement of learning in the future by gaining a deepening understanding of the characteristics of students in learning [15]. So that there is an improvement in the learning process at each meeting that is tailored to the needs of students. Therefore, how important this lesson analysis is as a form of self-evaluation for teachers in overcoming problems or difficulties that may occur in students but escape monitoring.

The purpose of this study is 1) to improve the quality of teacher pedagogical by applying the transcript based lesson analysis (TBLA) method, which is related to the spirit of building reflective learning activities that are related to method and insight. Learning methods include pedagogy knowledge, content knowledge, pedagogy content knowledge. Insight, relates to things that are not visible in the learning design and occur spontaneously. This is done through observing facial expressions and behaviors shown by students. 2) want to develop student's character through teacher learning activities, which are related to five main values, namely religious, nationalist, independent, integrity, and mutual cooperation.

## II. METHOD

This type of research is experimental research with post-test control group design. The sample in this study were elementary school students in Cluster XI of Buleleng Subdistrict, Buleleng Regency. Sample reduction is used with random sampling techniques. Random sampling technique is a group sampling technique, which will be dirandom is two classes as an experimental group and two classes as a control group from elementary school in Gugus XI. Before the election, the group was tested for equality. The elementary schools included in Cluster XI of Buleleng Subdistrict are SD Lab Undiksha, SD Negeri 1 Kampung Bugis, SD Negeri 1 Kampung Anyar, and SD Negeri 3 Kampung Anyar.

This experimental procedure is based on the method of transcript based lesson analysis, namely 1) the development of learning design. This activity is done through sharing with colleagues to obtain constructive input in the formation of learning design. At this stage, there are also aspects of methods and insights with colleagues; 2) Observation of learning. This is done online through google-meet due to the Covid-19 conditions that hit Indonesia so that the learning process cannot be done directly (face-to-face), observations are equipped with teacher's QoP instruments and student character assessment in the form of rubrics; 3) Post-learning reflection, is an advanced activity to get feedback from the learning process carried out. The results do not provide an assessment of the teacher's appearance but the need for input for teachers and inspiration for observers. This reflection is based on instant transcript; 4) Data analysis, through the observation results are used to calculate the percentage of priority levels of the teacher's quality of pedagogical (QoP) element and the behavioral elements of elementary school students in Cluster XI of Buleleng Subdistrict. As well as seeing the contribution of methods and insights to the development of elementary school students in Gugus XI of Buleleng Subdistrict.

The data collection method uses instruments in the form of rubrics used to assess student's character through observation in online learning (google meet). Data analysis methods to determine elements or indicators of quality of pedagogical (QoP) priority and character indicators are analyzed with bivariate statistics whose data sources are obtained from Transcript Based Lesson Analysis (TBLA) which is an analysis of transcript recordings of learning activities in the form of short transcripts and full transcripts.

Then continue to calculate the contribution of methods and insights (from pedagogical elements) to character development. To get a large percentage of the contribution of variable X to variable Y is done by calculating the coefficient of determination that is projected by squaring the correlation coefficient ( $r^2$ ), the following formula is used:

$$KP = r^2 \times 100\% \quad (1)$$

Information:

KP= Coefficient of Determination

r= Correlation Coefficient Value

## III. RESULT AND DISCUSSIONS

The transcript based lesson analysis method is applied through several stages. The first stage, sharing the development of learning design. Sharing is done in the form of collaboration with colleagues or colleagues. The thing developed is 1) the topic of curriculum guidance study that is considered difficult for students to understand. This collaboration will create learning innovation through sharing experiences between peers. 2) Reviewing literature about the material to be delivered through several sources, this aims in anticipation if there are deep and

broad student questions. 3) Reviewing the applicable curriculum, in addition to hard skills students are also equipped with soft skills, namely 21<sup>st</sup> century skills that include critical thinking, creativity, collaboration, communication.

The second stage, learning observation, is done online (zoom) due to the Covid-19 pandemic which does not allow direct learning (face-to-face). So that learning is done online, namely when the teacher conducts learning, researchers also join in the learning to observe the implementation of learning focused on the development of student character.

The third stage, post-learning reflection. This stage aims to get feedback for teachers. It is based on instant transcript.

The fourth stage is data analysis. Based on the results of observations of student character development through character instruments in the form of rubrics.

Based on the above, the findings in this study are.

#### A. Priority level of quality of pedagogical elements (QoP) of elementary teachers in Cluster XI of Buleleng Subdistrict

This increase in the quality of pedagogical is related to the spirit of building reflective learning activities and related to methods and insights. Some of the researchers' findings through the application of teacher quality of pedagogical teacher, namely on the method in learning there are three aspects: the first aspect of pedagogy knowledge (PK) teachers carry out lectures, discussions, and independent work. In the second aspect of content knowledge (CK) the teacher shows a correct, broad, in-depth and applicable explanation. The third aspect of pedagogy content knowledge (PCK) occurs interactive dialogue between teachers and students and students and students. Continued with a small discussion but attracted the attention of students well. While in insight, the teacher shows like, not infrequently admonish students if there is no focus and feel bored following the learning. Teachers always have their own way of building fun interactions and learning such as inviting students to sing small, making picture guesses, and making small questions to repeat previous learnings. Here's a priority scale on some assessment categories.

TABLE I. RATING CATEGORY

Category	Percentage
A (Overestimation)	75% - 100%
B (Meeting High Level Expectations)	50% - 74%
C (Meeting Expectations)	25% - 49%
D (Not Meeting Expectations)	0% - 24%

Obtained the results of quality of pedagogical (QoP) elementary teachers in Cluster XI of Buleleng Subdistrict as follows:

##### 1) Methods

a) *Pedagogy Knowledge (PK)*. Some aspects and content of indicators get an average in category B (Meeting Expectations with High Levels) but there are two indicators that are in category C (Meet Expectations) namely the use of learning methods and learning media development. Teachers tend to use a teacher-centered approach. Then teachers tend to use existing learning media and do not try to develop them. The development of this media is very important to be adjusted to the needs and circumstances of learners so that learning goals and achievements can be met. Broadly speaking, the average pedagogy knowledge (PK) result is 60% with category B (Meeting Expectations with High Levels).

b) *Content Knowledge (CK)*. Some aspects and content of indicators get the average in categories A (Exceeding Expectations) and B (Meeting Expectations with High Levels). Broadly speaking, the average Content Knowledge (CK) result is 61% with category B (Meeting Expectations with High Levels).

c) *Pedagogy Content Knowledge (PCK)*. Some aspects and content of the indicator get the average in category A (Exceed Expectations). Broadly speaking, the average pedagogy content knowledge (PCK) result is 80% with category A (exceeds expectations).

##### 2) Insight, obtained an average insight result of 79% with category A (Exceed expectations).

So that the priority level of the elements of quality of pedagogical (QoP) elementary teachers in Cluster XI of Buleleng Subdistrict consists of: (1) Pedagogy Content Knowledge (PCK); (2) Insight; (3) Content Knowledge (CK); (4) Pedagogy Knowledge (PK).

All elements of quality of pedagogical (QoP) can be fulfilled properly and owned by elementary teachers in Cluster XI of Buleleng Subdistrict. This is shown in the learning process with the quality of learning management carried out by teachers to achieve good learning goals.

*B. Priority level of behavioral elements of elementary students in Cluster XI of Buleleng Subdistrict*

The application of teacher's the quality of pedagogical is very influential on the development of student character. Although far from the supervision of the teacher, students can still learn accompanied by parents and complete all tasks well. In addition to the teacher focus on learning, but the teacher does not forget to maintain good relations with the parents of students at home to ask about the development of learning students at home or there may be difficulties in learning. Everything is done online, namely WhatsApp groups due to the Covid-19 pandemic. Here's a priority scale on some assessment categories.

TABLE II. RATING CATEGORY

Category	Percentage
Very often	75% - 100%
Often	50% - 74%
Sometimes	25% - 49%
Not at all	0% - 24%

Obtained the results of the behavioral elements of elementary school students in Cluster XI of Buleleng Subdistrict as follows.

- a. Religious, the calculation of the average result obtained a value of 60% with the category Often. The results showed that religious character has often been applied by students in the implementation of learning.
- b. Nationalist, the calculation of the average result obtained a value of 72% with the category Often. This nationalist character is not only about the spirit of heroism, if associated with the self of learners is more likely to lead to behavior to obey every rule, norm and value that applies in school. Love for school safety and cleanliness because it indicates the love of the homeland through simple things in school. Then obey the law, respect the diversity of cultures, tribes, and religions, discipline, and excel.
- c. Independent, the calculation of the average results obtained a value of 60% with the category Often. This indicates that the independent character is often done by the students of Cluster XI Buleleng District. Although there are several aspects that require development, namely the behavior of overcoming problems on their own by not relying on others and doing tests or exams according to their own abilities, they still need to be developed again. This will relate to students' self-confidence which needs to be improved. So that it is felt that there is a correlation between self-confidence and independence in students.
- d. Mutual cooperation values, the calculation of the average results obtained is 72% with the Frequent category. The character of this mutual cooperation itself cannot be separated from the activities of students in the classroom and at school. This behavior is easy to develop and apply anywhere, it only needs students' awareness to know the importance of this character. Therefore, there needs to be a good collaboration between education applied at school and at home so that teachers and parents can easily implement character education.
- e. Integrity, calculation of average results obtained value of 64% with category Often. On the aspect of being a good listener still needs improvement. Learners need to be given an approach and trained to be able to listen to opinions or other things related to two-way communication.

So that the priority level of the behavioral elements of elementary students in Cluster XI of Buleleng Subdistrict consists of: (1) nationalists; (2) mutual cooperation; (3) integrity; (4) religious; (5) independent.

*C. Contribution of methods and insights to the character development of elementary students in Cluster XI of Buleleng Subdistrict*

From the results of the calculation obtained R Square as follows.

TABLE III. SUMMARY MODEL

Type	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.944 <sup>a</sup>	.890	.887	3.37606

<sup>a</sup> Predictors: (Constant), Insight, Methods

This means that methods and insights have a contribution to the character development of elementary school students in cluster XI Buleleng District by 0.890.

$$KP = r^2 \times 100\% = 0,890 \times 100\% = 89\% \quad (2)$$

Thus, it can be said that the contribution of methods and insights to the character development of elementary school students in cluster XI Buleleng District is 89% while the remaining 11% is influenced by other variables outside the study.

Based on the results of observations, there is a good improvement in each meeting in learning. This is shown from the learning design made, then the learning media, as well as the nature or appearance of the teacher in teaching even from a distance. The communication shown is also very good, there seems to be no problem in the implementation of distance learning. This also affects the character development of students, without realizing that character education is very important to be integrated into learning [16]. In addition to being a source of knowledge, the development of this character will become a habituation in students.

#### IV. CONCLUSION

Based on the research that has been carried out, it can be concluded that:

- 1) *The priority level of quality of pedagogical (QoP) elements for elementary school teachers in cluster XI Buleleng District consists of:* 1) Pedagogy Content Knowledge (PCK) obtained 80% results 2) Insight obtained 79% results; 3) Content Knowledge (CK) results are 61%; and 4) Pedagogy Knowledge (PK) obtained 60% results.
- 2) *The priority level of elements of character behavior of elementary school students in cluster XI Buleleng District consists of:* 1) Nationalists, the results are 72%; 2) Mutual cooperation obtained 72% results; 3) Integrity obtained 64% results; 4) Religious yields 60%; 5) Independently obtained 60% results.
- 3) *Methods and insights have contributed to the character development of elementary school students in cluster XI Buleleng District,* amounting to 89% while the remaining 11% is influenced by other variables outside the study.

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