

ANALYSIS OF PEDAGOGICAL CONTENT KNOWLEDGE (PCK) WRITING SKILLS ON PROSPECTIVE ELEMENTARY SCHOOL TEACHERS: A PRELIMINARY STUDY

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Abstract

Knowledge (*PCK*) is important for Elementary School Teacher Education (PGSD) students as the core competency of prospective teachers to be able to create in-depth learning. This study aims to analyze the PCK writing skills of PGSD students in the Language Learning Development in Elementary School course. The method used is descriptive with respondents of 134 sixth-semester PGSD students of Universitas Muslim Nusantara Al-Washliyah, consisting of 131 (97.8%) females and 3 (2.2%) males. Six students were randomly selected for teaching practice in grade IV of SDN 101886 Kiri Hilir, Deli Serdang Regency. The results of the study show that 70.1% of students had difficulty teaching narrative writing and 73.1% had difficulty writing descriptions. Conceptually, the test results indicate that students' mastery of *Content Knowledge* (CK) is quite good, with an adequate understanding of linguistic concepts and their relationship to the learning context. However, the application of this knowledge in teaching practice is not optimal. The integration of *Pedagogical Knowledge* (PK) and CK is only seen in efforts to create interesting learning through apperception and provocative questions, but this is not consistent and is not accompanied by systematic reflection and closure. Interview results reinforce the finding that students still have difficulty linking linguistic theory with effective pedagogical strategies, especially in teaching writing skills. Based on results study This so researchers will do study continuation focused on development PCK capabilities of PGSD students in Indonesian language learning, especially in skills write.

Keywords: Content Knowledge, Elementary School Teacher, Indonesian Language Learning, Pedagogical Knowledge, Writing Skills

INTRODUCTION

In the fourth point of the SDGs, namely *Quality Education*. The UN has set ten targets and eleven indicators that focus on improving the quality of education. The report (UNICEF, 2020) stated that research links the low quality and learning outcomes in Indonesia with several factors, namely weak teaching skills, teacher absence rates, inadequate management capacity of educational units, limited supervision by principals and administrators, and curriculum and reading materials that are not relevant to the Indonesian context. Teachers are a key element in improving the quality of primary and secondary education (Kawuryan et al., 2021). Thus, the importance of improving teacher quality is key to achieving quality education as mandated in SDGs point 4. Therefore, teachers play a very important role in the learning process. (Shobrina Zulfatunnisa, 2022) .

Improving and developing the quality/competence of human resources, in terms of elementary school teachers, is absolutely necessary (Gunawan et al., 2020) . Teacher competence influences student learning outcomes, this is in line with research by Solecha and Sumarn, namely Research studies quantitative with method survey and approach causal purposeful For knowing and analyzing : (1) influence teacher competence towards results Study students , (2) influence culture school to results Study students , and (3) influence teacher competence and culture school in a way simultaneous to results Study students in elementary schools throughout the sub- district Cantigi , Regency Indramayu , results his research improvement teacher competency and strengthening culture school play a role important in increase results Study students at school base . (Solecha & Sumarna, 2023) in line with that, several

studies also concluded that teacher competence influences student learning outcomes; (Azza Salsabila & Puspitasari, 2020) ; (Meliani et al., 2023) .

The role of teachers in achieving fifth grade student learning outcomes in Indonesian Language subjects is that teachers act as learning resources, teachers as facilitators, teachers as managers, teachers as guides, teachers as demonstrators, teachers as motivators, and teachers as evaluators (Rahmawati & Purnomo, 2023) . In Indonesian language learning, teachers are advised to use various learning strategies that provide a variety of learning experiences for students. (Mubin & Aryanto, 2024) . The component that needs to be improved is the teacher's ability to innovate in learning plans that include Pancasila characters. (Aditiya & Fatonah, 2023) this is in line with the view (Sarifah et al., 2025) that the profile of Pancasila Students emphasizes core traits such as faith, respect for God, noble character, respect for diversity, teamwork, independence, critical and creative thinking.

In terms of improving the quality of education and teacher professionalism, the role of the Teacher Training Institution (LPTK) is needed. In the Minister of National Education Regulation No. 8 of 2009, LPTK is a university that meets the requirements and is tasked by the government to organize a program for procuring educators and other educational personnel in early childhood education, elementary education, and secondary education, as well as to organize and develop educational science (Ministry of National Education of the Republic of Indonesia, 2009) . Preparing professional teachers starts from the period of prospective teacher education, so institutions such as the Teacher Training Institution (LPTK) which have an important role are expected to produce qualified prospective teacher graduates. (Azhar, 2009) ; (Kholijah, 2020) ; (Saepudin, 2021) ; (Munir & Alwan, 2022) ; (Margareta et al., 2024) .

Pedagogical Competencies that teachers must master include: 1) mastering the characteristics of students from physical, moral, spiritual, social, cultural, emotional, and intellectual aspects, 2) mastering learning theories and educational learning principles, 3) developing curricula related to the subjects taught, 4) organizing educational learning, 5) utilizing information and communication technology for learning purposes, 6) facilitating the development of students' potential to actualize various potentials they have, 7) communicating effectively, empathetically, and politely with students, 8) conducting assessments and evaluations of learning processes and outcomes, 9) utilizing assessment and evaluation results for learning purposes, 10) carrying out effective actions to improve the quality of learning. (Permendiknas, 2007) .

According to Shulman, there is a conceptual difference between pure content knowledge (*Content Knowledge/CK*) and pedagogical content knowledge (*Pedagogical Content Knowledge/PCK*). CK refers to a deep mastery of the teaching material itself, while PCK is the integration of content knowledge and how to teach it effectively to students. Both are considered conceptually different forms of knowledge, where content knowledge is often seen as a prerequisite for the development of pedagogical knowledge. However, it is also possible that both forms of knowledge are integrated into a single domain-specific knowledge for teaching (Shulman, 1986) ; (Gudmundsdottir & Shulman, 1987) ; (Shulman, 1990) . The theory of *Pedagogical Content Knowledge (PCK)* emphasizes that a prospective teacher must not only understand the content, but also master the strategies for teaching it appropriately to students. Research (Wulandari, et al., 2025) entitled *Teaching Indonesian Pre-service Teachers' Pedagogical Content Knowledge Abilities: Challenges and Solution* . "The main objective of this study is to identify the PCK abilities of prospective Indonesian teachers, outline the challenges faced in developing PCK, and offer strategic solutions to improve these competencies, both through teacher education curriculum and field practice. This study seeks to explain how PCK can be strengthened so that prospective teachers are able to integrate content, pedagogy, and learning contexts effectively. The results of the study indicate that prospective teachers' PCK abilities are still at an intermediate level, with a strong tendency towards mastery of content (content knowledge) but weak in aspects of pedagogy and reflection.

Research (Suharto et al., 2022) examines the Development of *Pedagogical Content Knowledge Competencies* in Prospective Teacher Students in the Independent Campus Certified Internship Activity at the Hasnur Center Foundation *Global Islamic Boarding School* . The purpose of this study is to describe the process of developing *Pedagogical Content Knowledge (PCK)* competencies of prospective teacher students through a certified internship program at the Hasnur Center Foundation Global Islamic Boarding School (GIBS). The results of the study show that after participating in the Independent Campus certified internship program, prospective teacher students experienced a significant increase in PCK competencies. Like the research conducted by (Reddy et al., 2024) on the Development of Teacher PCK on the Use of Project-Based Learning to Teach Science, this study aims to examine how the development (*Pedagogical Content Knowledge*) of elementary school teachers in Finland in using project-based learning to teach

science. The main focus is to understand how teachers' knowledge develops when they apply PBL in the context of science teaching in the classroom. The findings indicate that reflection on student learning, use of learning materials, and unexpected results in science experiments contribute to the development of teachers' knowledge about student understanding, assessment, science curriculum, and orientations to science teaching.

Research (Erviana et al., 2022) this study is about the Influence of Project-Based Learning on the Knowledge of Pedagogical Content Knowledge of Elementary School Teachers, the purpose of this study This study aims to describe the influence or impact of Project-Based Learning (PjBL) on Technological Pedagogical Content Knowledge (TPCK) of elementary school teacher candidates. This objective departs from the importance of the ability to integrate technology in learning as one of the main competencies of teachers in the Industrial Revolution 4.0 era. The results of the study show that: Descriptively, the TPCK level of elementary school teacher candidates is in the high category. The results of the hypothesis test (paired sample t-test) show that there is a significant influence between the use of the Project-Based Learning (PjBL) model on increasing the TPCK of elementary school teacher candidates. These findings confirm that PjBL has great potential in developing the ability of prospective teachers to integrate technology, pedagogy, and content effectively in the learning process.

In the context of Indonesian language learning with four language skills that must be mastered by students, prospective teachers need to be equipped with an understanding of how to teach language, especially writing skills in elementary schools. This concept is in line with the *Contextual Teaching and Learning* (CTL) approach popularized by Johnson. The CTL system is an educational process that aims to help students see meaning in the academic material they learn by connecting academic subjects to the context of their daily lives, namely, to the context of their personal, social, and cultural circumstances (Johnson, 2002).

In Indonesian language learning, writing skills are not only understood as the activity of arranging words into sentences, but also as a constructive process in building meaning, expressing ideas, and conveying messages systematically. Therefore, learning to write requires a pedagogical approach that is able to facilitate students in developing thinking skills, designing text structures, and expressing ideas coherently. (Anita Candra Dewi, 2025). *Pedagogical Knowledge* (PK) that Indonesian language teachers must master is being able to develop students' language mastery, both from the aspect of knowledge about language which includes internal elements of language studies, and also using language as a means of good communication. (Ansori et al., 2023). *Linguistic Content Knowledge* (CK) is seen in the preparation of materials and linking linguistic aspects such as materials: syllables, vocabulary, sentences, and paragraphs. (Saifudin & Sukma, 2019)

The research problems identified are:

1. To what extent do prospective elementary education teachers have competence in *Content Knowledge* in writing skills?
2. To what extent do prospective elementary education teachers have competence in *Pedagogical Knowledge* in writing skills?
3. To what extent do prospective elementary education teachers integrate *Content Knowledge and Pedagogical Knowledge* in their writing skills?

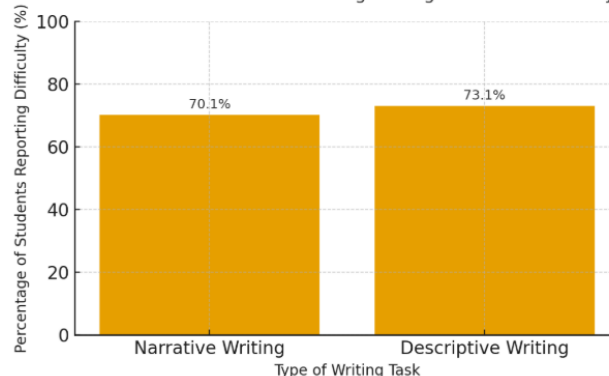
METHODS

This research was conducted in North Sumatra Province, Medan City at Universitas Muslim Nusantara Al-Washliyah, with research partners SDN 101886 Kiri Hilir, Deli Serdang Regency, North Sumatra Province. The population of 134 Elementary School Teacher Education students, sixth semester consisting of 131 (97.8%) females and 3 (2.2%) males, The method used is descriptive, using a questionnaire instrument distributed to prospective teachers via *Google Forms*, written tests and observation sheets for teaching practice conducted during teaching practice at SDN 101886 Kiri Hilir, North Sumatra Indonesia

FINDINGS AND DISCUSSION

The results of a questionnaire to 134 fifth-semester Elementary School Teacher Education (PGSD) students regarding the difficulties of teaching writing in elementary schools, showed that many PGSD students still encounter difficulties when having to teach writing skills in elementary schools. Of the total respondents, around 70.1% admitted to difficulties in teaching narrative writing while 73.1% stated difficulties in teaching descriptive writing. This finding proves that teaching writing skills remains a significant challenge for prospective elementary school teachers (SD).

Difficulties of PGSD Students in Teaching Writing Skills in Elementary Schools



Based on results test written and oral, PGSD students' mastery of Content Knowledge (CK) is classified as good. Student show adequate understanding to draft linguistics in a way theoretical and capable explain its relevance with context learning at school basic. However, the ability the Not yet fully implemented optimally in practice teach. Observation results practice teaching that integrates Pedagogical Knowledge (PK) and Content Knowledge (CK) shows that a number of student has make an effort create atmosphere interesting learning through use of ice breaking, apperception, and question lighter. Although Thus, the implementation of this strategy Not yet done in a way consistent and not followed with closing systematic learning. Most of students also haven't do reflection regarding the learning process that has been carried out implemented, so that potential improvement understanding student Not yet monitored optimally.

In addition, the use of learning media still very limited, dominated by PowerPoint media without concrete media variations or interactive digital that can push involvement active students. Conditions This show existence weakness in management class, which has an impact on the atmosphere lack of learning life and participation low students. Interview results deep strengthen findings mentioned, where some of big student confess Still experience difficulty in linking knowledge content (CK) with effective pedagogical strategies (PK), especially in context teaching skills write. This is signify that Pedagogical Content Knowledge (PCK) abilities of PGSD students are still need improved, especially in aspect integration between theory language, learning strategies, use of varied media, and reflection meaningful learning.

CONCLUSION

Research result show that part big PGSD students in the fifth semester are still face difficulty in teach skills writing in Elementary School. Based on questionnaire of 134 respondents, as many as 70.1% of students experience difficulty in teach write narrative and 73.1% difficulty in write description. Findings This indicates that skills pedagogy in teaching write Still become challenge significant for prospective school teachers base. In a way conceptual, results test written and oral show that mastery Student *Content Knowledge* (CK) classified as good. Student understand draft linguistics in a way theoretical and capable link it with context learning.

However, the implementation knowledge the in practice teach not yet optimal. The integration of *Pedagogical Knowledge* (PK) and CK is new seen in the effort create interesting learning through apperception and questions lighter, but Not yet consistent as well as No followed with reflection and closure systematic learning. In addition, the use of learning media Still limited to PowerPoint without concrete media innovation or interactive digital, as well as weakness in management class that causes involvement student low. Interview results confirm that student Still difficulty connect theory linguistics with effective pedagogical strategies, especially in teach skills write.

Based on the findings, researchers will conduct further research focused on developing the Pedagogical Content Knowledge (PCK) abilities of PGSD students in learning Indonesian, especially in writing skills.

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