

Pedagogical Competence Improvement of Teachers Through a Neuro Linguistic Programming (NLP) in Indonesia

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Abstract: The purpose of this study was to describe pedagogical competence transform of teachers in Indonesia also how Neuro Linguistic Programming (NLP) was apply in the classroom, thus we obtain the maximum learning outcomes and lead to the achievement of competency standards. The method used are literature review through the analysis of the content on a variety of papers, books, journals both research and non-research, as well as conceptual and procedural. The outcome is produce the improvement matrix of pedagogical competence of teachers through Neuro Linguistic Programming (NLP).

Keywords: teacher, pedagogical competence, neuro linguistic programming (NLP)

In Government Regulation Number 74 Year 2008 About Teacher, in Article 2, states that "teachers must have academic qualifications, competence, teaching certificate, physically and mentally healthy, and have the ability to realize the goal of national education". The competence referred to in Article 2 is described further in article 3 paragraph 1 and 2 as follows.

- (1) Competence as referred to in Article 2 is a set of knowledge, skills, and behaviors that must be owned, lived, ruled, and actualized by teachers in implementing the tasks of professionalism.
- (2) Teacher Competence referred to in paragraph 1 includes pedagogical competence, personal competence, social competence, and professional competence acquired through professional education.

In paragraph 4 also described in more detail about the purpose of pedagogical competence is the ability of teachers related to learning management of learners that includes (1) an understanding insight or educational foundation; (2) understanding of the learners; (3) development of a curriculum or syllabus; (4) educations design; (5) the implementation of learning that educates and dialogue; (6) the use of learning technologies; (7) evaluation of learning outcomes; and (8) develop learners to actualize various potentials.

Teachers Pedagogical competence is a fundamental competence, as the results of research conducted by Viqraizin (2015: Vii) state that the pedagogic significant effect to contribute 11.28% on the teacher performance. The results of another study showed that pedagogical competence of teachers affects 43.3% of the student learning outcomes (Andriawati, 2013: 3). Similar to research which mention before, Sari (2013: iv) state that the influence of pedagogical competence of teachers to student learning outcomes reached about 99.4%.

Since the last two years specifically from 2014-2015, the Indonesian government is getting serious in terms of managing the quality of teachers, both public and private status. Evidenced by the holding of Teacher Competency Exam in order to assess pedagogical competence and professionalism of the teacher to see the extent of teacher competence and subsequently used as a reference needs of future work programs.

However, the Teachers and Education Personnel Director General from Minister of Education and Culture, Surapranata (2016) said that the value of the Teacher Competency Exam

of 2015 shows the average of pedagogic competence national only 48.94 from Indonesian Minimum Competency Standards that supposed about 55 grade. Provinces that achieve value for pedagogical this standard is only one that is Special Region of Yogyakarta with a value reach 56.91. For the value of the national Teacher Competency Exam average results that include pedagogic and professional competence is 53.02 grade. with Minimum Competency Standards each competency is the average of 55 grade. From these values, only 7 (seven) provinces which value exceeded the Minimum Competency Standards, there are; Special Region of Yogyakarta that reach 62.58 grade, Central Java about 59.10, Jakarta which about 58.44, East Java is 56.73, Bali is 56.13 grade, Bangka Belitung reach 55.13 and 55.06 for West Java (Maulipaksi, 2016). It is a such serious issue for Indonesia since teacher is the main mast of education and civilization, and they are still lack particular pedagogical competence ability.

To solve the problems above, the teacher needs to understand more about the pedagogical competence as well as a variety of communication techniques and patterns of human learning, so that they can teach their students more effectively. According to Santos (2011) anyone who wants to improve the quality of life including teachers, then Neuro Linguistic Programming will give a new discourse and methods that really ready to be used. During problems in the level of teachers has not been done properly, then the school would not be able to achieve the goals it has set.

Based on the above, in this study the researchers will examine the title about "Competence Pedagogical Improvement Of Teachers Through A Neuro Linguistic Programming (NLP) In Indonesia" which is expected that this study can address the issues of pedagogical competence of teachers, especially in Indonesia.

METHOD

The method used was literature review through the analysis of the content on a variety of papers, books, journals both research and non-research, conceptual and procedural.

FINDINGS AND DISCUSSION

Pedagogical Competence

Etymologically, pedagogical was comes from the Greek, there are paedos and agogos (paedos means "child" and Agogo means "escort or guide"). Then pedagogy means to guide the child. The task of guiding is inherent in the task of an educator, that teachers and parents. Pedagogical competence is closely related to the didactic ability and methodology that should be owned by teachers so that they can play a role as an educator and a good coach (Payong, 2011: 28-29). Pedagogic Competence is one type of teacher competencies that must be mastered. Pedagogic competence is distinctive competencies, which will differentiate teachers to other professions and will determine the degree of success of the process and learning outcomes learners. Indeed, teachers and teacher education can not directly build the community to be good and caring, but they had an integral part to play in articulating the mission and educate young people for the general public in the future (Michelli & Keiser, 2005). In Estonia, which is one of the countries in Europe, pedagogic interpreted to include three things: a professional teacher; teacher's personality; and the relationship between the professional and the teacher's personality (Leijen, Kullasepp, Anspal, 2014: 311).

To be able to master this pedagogical competence required continuous learning process and systematically both in the pre occupation (education teacher candidates) or during in-service, which is supported by the talent, interest and other teacher training potential of each

individual. Awareness of teachers reconstructed not only in practice but also in the process of reflection. Reference totality teachers practical knowledge gained from the experience of formal and informal education (Xu & Connelly, 2009:221). In education both nationally and internationally, debate among educators and policymakers for decades has spawned a discourse on the importance of quality teachers, but there is no universal agreement about the concept, elements and characteristics that affect the quality of teachers in the education community (You, 2014: 16). Being a teacher requires a process for build the character. Because of the quality of education, largely depends on the quality of teachers. Yet, the quality of teachers depends on how they are educated and trained (Fazal Khan, Majoka, 2014: 357).

Challenges preparing high quality teachers through the education policy is an important agenda in many countries (Chong, 2013: 54). In Indonesia, based on Government Regulation No. 74 of 2008 on Teachers Article 3, paragraph 4 states that the pedagogical competence of teachers are covering eight aspects: (1) understanding the insight or educational foundation; (2) understanding of the learners; (3) development of a curriculum or syllabus; (4) design of education; (5) the implementation of learning that educates and dialogue; (6) the use of learning technologies; (7) evaluation of learning outcomes; and (8) develop learners to actualize various potentials. While based Directorate General Education Quality Improvement in 2010, There are 7 (seven) aspects and 45 (forty five) indicators relating to the mastery of pedagogical competence of teachers in order Teacher Performance Assessment. The pedagogic competency that will be used as reference in this study are based on Directorate General of Quality Improvement of Teachers by Ministry of National Education in 2010.

Neuro Linguistic Programming

According to Lim in the Priority Sky (1994) NLP is a technology for the successful use of conscious and sub conscious mind to identify the factors critical to eliminating debilitating beliefs, meanings, values and decisions while improving self-esteem, clarity and a strong sense of self. NLP is gathering information to make a model, based on internal experience and processing of information from people who studied and modeled, including the part that is in their subconscious.

The word "neuro" refers to neurology, that is our nervous system - mental path through our five senses to see, hear, feel, taste and smell. Linguistic refers to the ability of our language; how we arrange the words and phrases to express themselves, and how the "silent language", movements and gestures can reveal our intentions, thinking styles and more. Programming drawn from computer science, refers to the idea that thoughts, feelings and actions are like a computer software program. When we change these programs, such as when we change or upgrade the software, we immediately get a positive change in our performance. We get an immediate improvement the way the thinking process, feel, act and live.

There is a relationship between perception, thought and behavior that operates all the time that can be learned by exploring internal capabilities and the subjective experience of a person. NLP is not based on theory, it is based on the modeling process. The difference is the model should not be "true" or even perfectly formed, but it should be useful in accordance with the design objectives when applied. NLP is an epistemology (the study of the origin and structure of knowledge itself), everything in NLP is based on specific evidence for the effectiveness of the procedures and thoroughly tested (Sky Priority: 1994). NLP can be used for training, personal development, coaching, and as an aid interventions for eating disorders, addictions, dyslexia, depression and chronic fatigue syndrome, and others. NLP is one of the most popular in the world of interpersonal skills and communication training. NLP also been recognized by

the United Kingdom Council for Psychotherapy. However, after three decades, there is still no credible theoretical basis for NLP (Roderique, Davies, 2009: 57-58).

Sharpley (1987: 103-107) explained that from the 44 studies evaluating the NLP, only six of which can be categorized as accepting the principles of NLP. If NLP is regarded as minimal theory, but of the procedure that is collected by a variety of counseling approaches, it can serve as a reference NLP therapist role who want to equip their counseling practices with new techniques (Dowlen, 1996: 32).

Several studies of NLP as has been done by Skinner and Croft (2009) With the title of Neuro-Linguistic Programming Techniques To Improve The Self-Efficacy Of Undergraduate Dissertation Students produce findings that the overall success of the program both quantitatively assessed, to the achievement of targets and the participation of the student's grades, and qualitative, to evaluate processes, products, and materials used with input from participants tutors and students. This issue, research done by Pollitt (2010) about NLP Helps Metronet Rail Maintenance Employees To Stay On Track, which is conclusion that a foundation in NLP, especially the emphasis on managing change effectively, it is imperative to operate more effectively as a business in the present.

Hence, the NLP is utilizing personal expertise that has been owned by everyone to be directed toward in life goal, according to short and long term lifespan. There are some basic assumptions of NLP, namely:

1. The map is not the territory itself.
2. Everyone lives in a unique model of its world respectively.
3. Every experience has a structure.
4. Life, mind, and body are one system.
5. Meaning of communication is the response that individual gets.
6. You are not be able to do not communicate
7. Behind every behavior there is a positive intention.
8. People determine the best option according to themself.
9. There is no such thing as failure, only feedback.
10. If what you are doing is not working, do something else.
11. We have resources within themselves to achieve what we want.
12. If someone is able to do something, anyone can learn how.
13. Humans working properly.
14. Within any system, people have the highest flexibility will control the system.
15. The choice is much better than none at all.

The NLP also consider mechanisms of human behavior that originated from the need of a human being itself. According to Maslow (2003) The kinds of individual needs in a hierarchy are: Needs physiological, such as: clothing, food and shelter, security needs--not in the physical sense, but also mental, psychological and intellectual—as well as necessity affection or acceptance, need for prestige or esteem, which is generally reflected in a variety of status symbols, and self-actualization needs.

The basic human needs as told before are then humans respond to the stimuli coming from the surrounding environment in conscious condition or state that have absorption as much as 12% and the subconscious impact of up to 88% affect human behavior. If it can make it example as a computer, then the mechanism of human behavior have emerged can be seen as following Table 1.1 below:

Table 1.1 Process Computer Likened Human Behaviour

No.	Computer	Human
1.	Keyboard	Environment (input)
2.	Hard drive	Memory (in the brain)
3.	CPU / Processor	Intellect (mind / reasoning)
4.	Monitor	Faces / behavior (output)
5.	Blue screen	Cry
6.	Save mode	fainting

Source: Subiyanto (2016)

Being based on the principle that 88% of human behavior is influenced by the sub-conscious, then the new values that would like to be implanted will be more effective if given at the man in a state of sub-conscious. When in a state where human brainwave sub-conscious is when the brain is in a state of alpha and theta. At this time the human brain will actually receive all the information that goes without filters, so that any stimulation received by the brain will go directly into the subconscious and affects 88% of the person's behavior. As for the sequence of brainwave was itself is ripened conscious / customs, alpha, theta, and delta (deep sleep state). Power of the subconscious on human consciousness can be likened to an iceberg as Figure 1.1 follow.



Figure 1.1 The icebergs are like sub-conscious and conscious (Giffiths, 2015)

In order to get the right time to influence the human mind at the unconscious time, it is necessary to note that the filter in the human mind does not work, when; (Subiyanto, 2016b): Bedtime (Hypnogogik), currently sleeping with the process of waking (hypnosleep), Wake (hypnopompic), concentration / focus (while watching TV, playing PS, etc.), Shocked, Pick emotion, Trance Figure, Tired (Bobby: 2014). The NLP techniques that can be used to solve a variety of problems, especially to be used in research and development are as follows:

VAK preferences and Eye Movement

Every experienced presented internally by the nervous system. Therefore body and mind is part of an integral system. Whatever happens in one part will have any effect on another part. Likewise with preference, if someone was in visual preference, then it will be easier to understand with a content of visual information. When there is no visual information, then the brain and the body as well will not respond easier.

In order to understand the preferences of students, teacher should know from the choices of the words used by them. To recognize the preferences of students through body language can

be clearly observed from the movement of the hand and eye. Addition detail of the characteristics of students preference can view as following table:

Table 1.2 Characteristics VOK

Visual	Auditory	Kinesthetic
Neat and tidy	Talking to yourself when working	Respond to physical attention
Speaking quickly	Easily distracted commotion	Touching peoples to get attention
Meticulous and detail	Moving the lips and pronounce it when reading	Standing close when talking to people
Concerned with the appearance	Enjoyed reading aloud and listening	Having the early development of large muscles
Given the visual association	Speaking with rhythm pattern	Having a bad writing
Not bothered by the commotion	Talkative	Use body cues the most
Readers quickly and diligently	Had difficulties to write but feel great talking	Unable to sit still for a long time
Scribbling without meaning when talking on the telephone or listening to a lesson	Learning with listening and remember what was discussed than seen	Memorizing with moves and see it

Source: Mahmud (2012: 90-94)

To be able recognizing eye movements according to the preference, it can be seen in figure 1.2 below:

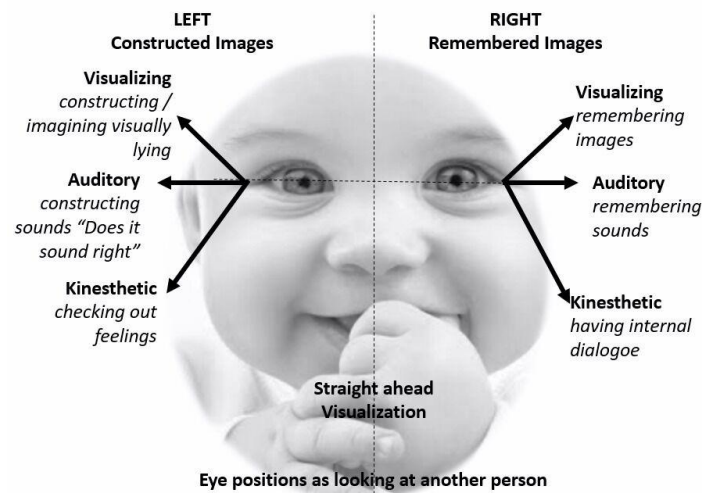


Figure 1.2 Symbols VOK in Eye Movement (Subiyanto, 2016c)

By knowing the preferences of individual students, the teacher will be easier to direct their students to use words that correspond to their individual preferences. That way, the students will more quickly capture the teacher explanation carefully.

Meta Model

Meta models in NLP is a technique that is used to find information that is incomplete that gives the wrong meaning. Through meta-models, one is directed to obtain reconstruction new meaning correct by expanding the new possibilities on the mental map or make someone

understand what they are told to change a statement into a question using the word ask who, what, where, with whom, why and how and when (Afsoh, 2016a: 37-41). Example: When student making of the statement "I was never able to become champion". Teacher should use that statement for give some points, then asked a question using meta models in order to obtain students new perceptions, with kind of question "Who said that?" or "How would you feel if it turns out you can be a champion class?", and so on.

Editing Submodality

Editing submodality, this is one of the best techniques in NLP which to overcome the various problems such as fears, phobias, improve motivation, optimism, and others. Editing means changing or redesigning, being submodality is more detailed components of the modality itself. Modality is include visual, auditory, kinesthetic, olfactory, and Gustatory (Afsoh, 2016b: 16-18).

Anchor

Anchor is a form of stimulus (whether visual, auditory or kinesthetic) to stimulate the emergence of a response, such as: photos, songs, food, colors, and others. Anchor is formed based on a person's emotional condition. Anchor can occur in conditions of positive or negative according to the needs. This response formed exhaustively from emotions, mind, body language, and other things that follow under certain conditions a person (Subiyanto, 2016a: 71).

The anchor work in entire emotion of individual. Such as when people having watch a movie with a happy ending, then somehow after watching they feel of happiness also envelop all day activities despite already passed many hours. But, suddenly, these people try to change the feel from watch the film with death major players, certainly their sad feeling will also envelop the times. The story in the film indirectly can be positive or negative anchor. If we need the spirit or the feeling of happiness because in such bad conditions, then by considering the film the condition will appear as expected.

In psychological terms, this same emotional condition called "mood dependent memory" means that we are better able to remember material in the past if it complies with our current mood state (Matlin, 2005). Many studies have shown that environmental manipulation such as exposure to the music pleasant or unpleasant or variations in indoor lighting can have an influence on the emotional state. There are several types of anchor; *First* Sliding Anchor, this anchor is done by shifting the (Analog) to obtain state intensity gradually. *Second*, Stacking Anchor which the process of doing the hoarding anchor with similar quality at the same location known as Kinesthetic. *Third*, Collapsing Anchor which one technique to eliminate the influence of an Anchor. Collapsing Anchor can be done with the same system (Kinesthetic) or different system. And *Fourth*, Chaining Anchor, that anchor-making techniques to produce some effect on an ongoing basis.

State

State referred to the attachment of mental and physical processes that occur naturally in the human body. A positive or negative state one experiences will affect a person's physical changes such as breathing patterns, heart rate, posture, and others. Hence, that the state itself is a natural filter interpret someone when a particular experience. Examples of when a person is tired or in a bad mood, then that person is likely to respond to the situation poorly.

So, the state can be used to achieve a change in attitude that they willing to with state the coordinate. This state also, managed to achieve a change in attitude / behavior with 4 (four) steps: Understanding State, State Awareness, State alteration, and the last State Utilization. As for some of the terminology state are: Current State, Desired State, High Performance State, and the Know Nothing State (Afshoh, 2016a: 26).

Pacing Leading

In the Chinese tradition there is "Ride on the dragon first, then control it" well known term. Beside that, in Indonesia have "unknown, unloved" most known term. In applying the techniques of NLP hypnosis there is a term pacing-leading, using words to align the internal map of the interlocutors, the new steer toward the other person talks so that the interlocutors on condition they have no choice but have to answer "yes" word.

Well-formed Outcome (WFO)

WFO is one of the basic strategies offered by NLP to be practiced by organizations, institutions and individuals or groups in order to design a goal or aspiration to be realized by either (Afshoh, 2016b: 51). The steps are with express in positive sentences, make sure that the outcomes are in control, sought specific as possible, have the clear sensory benchmark evidence, contextual, have the resources, consider the alignment, and set an initial step.

In practice way, there are some examples of questions that can be used in order to identify the needs and expectations to be achieved include: What are the current problems or challenges for the organization?; Do they want to be different?; How will they know that things are different?; What will they see, hear and feel ?; What might their customers see?; Is there any benefit or loss caused to have these needs fulfilled?; What is the objective or realistic result?; What resources that may be needed to achieve the goal? Did they know of others who have achieved this goal?; Is it possible to modeled from them?; What are the first steps in achieving the objectives?; What is the last step? (Wake, 2011: 122). By identifying specific problems and expectations, it will facilitate the organization and individuals to determine the steps to solve problems and achieve the goals.

Milton Model

Milton Model is a communication model that also known as Hypnotic Pattern Language, which is a pattern of communication that is hypnotic. Milton Model is the result of the modeling of Milton H. Erickson, better known as the father of Modern Hypnotherapy. Milton Model uses abstract language / global and ambiguous which one can receive the information entered into the subconscious mind with little intervention as possible. Milton Model can be used to refine a suggestion / command with an abstract way but still get the desired response. There are several types of models: Simple Deletion milton, Comparative Deletion, Lack of Referential Index, Unspecified Verbs, Nominalization, Lost performatives, Mind Read, Cause Effect, Universal quantifiers, Modal Operator, Equivalent Complex (Afshoh, 2016a: 42-47).

Nested Loops

Nested Loops is a technique in delivering a message strung in a series of stories or information that is put on once and post from the main message. The message can be disguised

command (Embedded Command), or in the form of ideas that are deliberately disguised pinned (Seeding) (Afsah, 2016b: 10).

Alphabet Game

These Alphabet games is use the alphabet as the basic ingredients as figure 2.3. There are three kinds of models alphabet game. *First*, pronounce the alphabet A to Y while moving the arms in accordance with the table L / R / T. *Second*, to say the alphabet Y to A while moving the arms in accordance with the table L / R / T. *Third*, Clients pronounce the alphabet Y to A according to the table while moving hands and feet in opposite directions (Afsah, 2016b: 26-27).

ABCDEFGHIJKLMN OPQRSTU VWXY
LRTTRLLRRTTLRTRTLRLTT LRLTT

Figure 2.3 Alphabet Games (Afsah, 2016b: 26)

Chunking

Such as an idea or a belief system which not a stand alone but has been linked with other ideas. These linkages can be upwards which means an idea that has a broader main, and the idea of a sub-system of the main idea. The idea could also be down, which means more specify more components idea to look for its sub-sub ideas. Hence, the idea link are laterally which means providing equivalent alternative other ideas or equivalent (Afsah, 2016b: 8).

Strategy

Each person would save a program in memory that can be used any time to solve a problem. This program is in the form of a sequence of thought and behavior that is influenced by an internal or external stimulus. In NLP, this program is referred to as the strategy. Recognizing strategy that we have to help us achieve many things. The success or failure of a person to solve the problems one reason is the strategy that them used. Likewise, if we have a picture of the success that we hope, then we can emulate successful people strategy for us to follow. This strategy saved in the order form Representational System and the form of images, sounds, sensations, internal dialogue, smell, or taste.(Afsah, 2016a: 53).

Perceptual Position

In social life, there are different perceptions that need to be considered so that one can respond appropriately and proportionately to that perception as self, other people's perception, the perception of the viewer, and perception as a system. Naturally when interacting with the environment, a person tends to use the perception of themselves regardless of the perception of others so that forming behavior is less precise or lack the attitude.

Rapport

Rapport is a condition in which the formation of trust in a relationship that is mutual (Subiyanto, 2016b: 13). Rapport is used to build trust and minimizing the communication barriers. Rapport can be done in three ways, such as; *first*, matching can be done in two ways:

verbal (adjust predicate interlocutors) and non-verbal (body language and intonation to match the speaker). *Second*, with the mirroring mimicked the speaker as a mirror. *Third*, cross-over matching, which means match with the movement of different body parts (Afsah, 2016a: 24).

Neuro Logical Levels

NLL is one of the techniques proposed by Roberts Dilts result of a collaboration between NLP knowledge and concepts of Logical Levels by Gregory Bateson who learn about the human behavior. NLL Robert Dilts concept provide a modeling of the aspects that can form the structure of human behavior, including the environment, behavior, capability, belief and values, identity, and spirituality (Afshoh, 2016b: 14).

Meta Program

Meta Program is a program that already exists (built-in) in a person whose every action affects them self. By recognizing the person Meta Program, it will be easier to recognize the potential of a person as well as how motivated him based Meta Program already has. Some examples of meta program is Towards - Away, Procedural - Optional, Internal - External, Sameness - Difference -Exception, and Proactive - Reactive (Afsah, 2016: 30).

Right and Left Brain (Queue Words)

The left brain function to process information in the form of words, numbers, logic, analysis, sequence listing, and arithmetic-calculus, while the right brain processes information in the form of conceptual thinking, color, rhythm, visual-spatial, image and imagination. Brain left side controls the motor limb right, and vice versa; Meanwhile, the right brain controls the nature of short term memory, while the right brain has the property long term memory and can accept the colors, dimension, holism, imagination, creativity and rhythm also. That is the explanation why we are often able to remember faces and forget the names of people. The face is an image which is processed by the right brain is the nature of long-term memory, while the name or word processed our left brain that is the nature of short-term memory. The left brain is can receive logic, maths, linearit, language, sequence, and analysis.

Based on Sperry's study, according to Subiyanto (2016a: 92-93) state that not only the problem of information coming in our brains that need attention, but also related to the inclusion of such information queues are then processed by the brain to be connected to the existing memory before. Example: the phrase "let's study hard", then the first information that processed is "learned", memory is already had brain image of learning like a tired activities, boring, forced, difficult, and others then left brain working and effect appears is in accordance with pre-existing memory.

But, if the sentence was changed to "we learn only good", then the information is processed first is "good", the actual memory of the good one is something well verse like food, fun, and others, so that the effect appears is happy. If memory that appears first is happy, then the information will be affected next entry, which cought that study is happiness, and be diligent in study will always good and happiness.

Frame and Reframing

Frame is a person's attitude or perspective in response to the external world owned by an internal map. Reframing is the way a person in giving a new meaning to an event, the object

remains but has a new meaning from the process of reframing. As for some of the principles in reframing is Outcome frame, Ecologi frame, Evidance frame, As-if frame, Contrast frame, frame Agreement, and Backtrack frame.

For example, student with a tendency kinesthetic, it will not last long to sit still listening to the teacher's explanation. They will look for activities in order to move from his seat as a form of reflex their kinesthetic moves. In this condition, a teacher who did not understand student preference, gets easy give "mischievous" students label, for not listening to theirs. When student get "mischievous" label word, then the flow of information about the "rogue" has been entered into the memory. From the intonation of pronunciation, meaning the general word "rogue" facial expressions and body language when the pronunciation vivid in the memory of student. The possibility of any repetition will occur from other teachers and their friends that call they "mischievous" as well. Furthermore, the brain will begin to receive the meaning of "rogue" is the one that does not follow the teacher's words, from here the student will begin to believe against their self that was "mischievous" is their matter. Second, the student will seek "rogue" figure, such as what kind of environment that being rogue, includes from another media such television, when they start to understand what kind of their label, they are finally become mischievous as shaped by the environment itself.

To avoid that risk, the frame and reframing it is important to do. The teacher must do observe at children who are has kinesthetic type, then developing student ability basic from theirs, it seems student better knowing about their self as well (Subiyanto, 2016a: 97-100).

IMPROVEMENT MATRIX OF PEDAGOGICAL COMPETENCE OF TEACHER THROUGH NEURO LINGUISTIC PROGRAMMING (NLP)

To find out more details about how to improve teachers' pedagogical competence through NLP, especially in Indonesia can be seen in the form of matrix as following table 1.3:

Table 1.3 Improvement Matrix of Pedagogical Competence of Teacher Through Neuro Linguistic Programming (NLP)

NO	VARIABLE	INDICATOR	PRACTICE USE NLP TECHNIQUE
1	Mastering the characteristics of students	a. Teachers can identify the characteristics of each learner in their class	a. Teachers classify learners by Visual-Auditory-Kinesthetic (VAK) and "meta programs" preference. *
		b. Teachers ensure that all learners have the same opportunity to actively participate in learning activities.	b. Teachers attempt to organize classes based on the VAK identification and Meta Program of learners.
		c. Teachers can set class to provide equal learning opportunities for all learners with disabilities and different learning abilities.	
		d. Teachers try to discover the cause of deviant behavior of learners in order to prevent such behavior does not harm other learners.	Teachers approached learners who misbehaves when spare time by "Editing submodality" technique * to provide a solution.
		e. Teachers help develop the potential and overcome the lack of learners.	Teachers help develop the potential and overcome the shortage of students by making "Anchor" on learners as needed

NO	VARIABLE	INDICATOR	PRACTICE USE NLP TECHNIQUE
		f. Teachers pay attention to learners with specific physical weakness in order to follow the activity of learning, so that students are not marginalized (excluded, mocked, inferior, etc.).	Teachers approached learners who misbehaves when spare time by way of reframing.
2	Mastering the theory and principles of learning which educates	a. Teachers provide opportunities for learners to master the age-appropriate learning materials and learning abilities through which variation of learning and activity settings	Teachers can determine the learning process and activities vary in learning implementation plan which has been adapted to the preferences of VAK (as column 1 above) by creating " State " and consider the theory of right and left brain.
		b. Teachers always ensure a level of understanding of learners towards specific learning material and adjust the following learning activities based on the level of understanding.	Teachers ensure students understanding use the " Meta Model " technique.
		c. Teachers can explain the reason for the implementation of activities that accomplish, either favorable or different plan, related learning success	Teacher explains the reasons for the selection of learning activities while motivating learners in a " Pacing-Leading " techniques.
		d. Teachers use a variety of techniques to motivate the willingness of learners.	
		e. Teachers plan learning activities that should mutually related, having regard to the purpose of learning and the learning process of students.	Teachers plan learning activities that correlate from early start to the end of the semester by using " Chaining Anchor " technique.
		f. Teachers must pay attention to the response of learners who understand yet of learning material and use it to improve the design of the next study.	Teachers pay attention to the response of learners with using the " Meta Model ".
3	Curriculum development	a. Teachers can create a syllabus in accordance with the curriculum	Teachers create lesson plans in accordance with curriculum that accommodates the way of learning by VAK as well as meta-program preferences of learners.*
		b. Teachers designing lesson plans in accordance with the syllabus to discuss specific teaching materials so that learners can achieve the basic competencies specified	
		c. Teachers follow a sequence of learning materials with attention to learning objectives.	
		d. Teachers selecting learning materials basic on: (1) in accordance with the purpose of learning, (2) accurate and up-to-date, (3) according to age and ability level of learners, (4) be able to implemented in the classroom and (5) in accordance with the context of learners daily life.	Teachers select teaching materials appropriate to the learning objectives through Well-formed outcomes.

NO	VARIABLE	INDICATOR	PRACTICE USE NLP TECHNIQUE
4	Educational learning activities	a. Teachers implement learning activities in accordance with the draft that has been prepared in comprehensive and implementation of these activities indicate that teachers understand its purpose.	
		b. Teachers implement instructional activities that aim to help the learning process of students, not to examine purpose which make students feel depressed.	Teachers discover about the characteristics of each learner use (VAK and Meta Program preferences)
		c. Teachers communicate new information (eg additional material) according to age and ability level learners	
		d. Teachers response the mistakes made by the students as the stage of the learning process and not merely an error that must be corrected. For example: collected in advance the other learners who agree / disagree with the answer, before giving an explanation of the correct answer	Teachers response the misbehave doing by students with applying the basic assumptions of NLP
		e. Teachers implement learning activities appropriate curriculum content and associate it with the students day life.	Teachers associate learning with day life content through Milton Model
		f. The teacher made learning activities are varied with enough time for learning activities appropriate to the age and level of ability and retain the attention of learners.	The teacher made learning activities are varied by using Nested loops, the theory of the right and left brain, as well as the Alphabet games
		g. Teachers manage the class effectively without dominating or busy with their own activities so that all participants be able to utilized time productively	Teachers manage the class effectively with high dedication through strategy
		h. Teachers capable to use audio-visual media (including ICT) to increase the motivation of students in achieving the learning objectives. Customize learning activities designed to classroom conditions.	Teachers understand and provide many learning opportunities to students with Perceptual Position
		i. Teachers provide many opportunities for students to ask questions, practice and interact with other students	
		j. Teachers set the implementation of learning activities systematically to help the learning process. Example: teacher giving new information after evaluating the students understanding of the previous material.	Teachers set the implementation of learning activities systematically through chunking strategy
		k. Teachers use teaching aids, and / or audio-visual (including ICT) to increase the motivation of learners in achieving learning goals.	Teachers use teaching aids through Sensory Acuity
5	Development of students potential	a. Teachers analyze the learning outcomes based on any form of student assessment to determine the level of progress.	Teachers analyze the results of learners through Meta Models .

NO	VARIABLE	INDICATOR	PRACTICE USE NLP TECHNIQUE
		b. Teachers design and implement learning activities that encourage students to study according to skills and learning patterns respectively.	Teachers design and implement learning activities through Neuro logical levels
		c. Teachers design and implement learning activities to stimulate creativity and critical thinking skills of students.	
		d. Teachers actively assist the students in the learning process by giving attention to each individual.	Teachers discover about the characteristics of each students (VAK and Meta Program preferences)
		e. Teachers be able to identify correctly about the talents, interests, potential, and learning difficulties each students.	
		f. Teachers provide students learning opportunities in accordance with their respective ways of learning.	
		g. Teachers focus on the interaction with the students and encouraged to understand and use information which given or submitted.	Teachers interact with students using Rapport Technique
6	Communication with students	a. Teachers use questions to ascertain understanding and maintaining the participation of students, including providing open-ended questions that require students to respond with ideas and knowledge.	Teachers use questions to ascertain understanding and maintaining the participation of students using Meta Models and Chunking
		b. Teachers pay attention and listen to all the questions and the responses of students, without interrupting, unless necessary to help or clarify any questions or the response which disclosed.	Teachers pay attention and respond to learners with Rapport Technique
		c. Teachers respond to questions that learners with accurately, correct and up to date, which appropriate learning objectives and curriculum content, without embarrassing them.	
		d. The teacher presents the learning activities that can foster good cooperation between students.	The teacher presents the learning activities by Neuro Logical Levels Strategy
		e. Teachers listen and give attention to all students answer, either true or might be false to measure the level of understanding of students.	Teachers listen and pay attention to learners with Rapport Technique.
		f. Teachers give attention to questions of students and giving the completely response as well as relevant to eliminate their confusion.	Teachers respond to questions of learners using Milton Models.
7	Assessment and Evaluation	a. Teachers prepare assessment tools which appropriate to learning objectives to achieve a certain competence as written in the lesson plan.	Teachers prepare assessment tools appropriate to the learning objectives as in Lesson Plan.
		b. Beside of school formal assessment, teachers should do the assessment with different techniques and types of it. Then, announce the results and implications for the students, about learning materials comprehension that have been and will be studied.	

NO	VARIABLE	INDICATOR	PRACTICE USE NLP TECHNIQUE
		c. Teachers analyze the assessment results to identify topics or basic competencies in order to comprehension the strengths and weaknesses of each students for remedial and enrichment purposes.	Teachers analyze the results of the assessment using the Meta Model for improving the quality of future learning.
		d. Teachers utilize the feedback from students and reflect it to increase further learning, and can prove it through notes, journals learning, learning design, additional materials, and so forth.	
		e. Teachers utilize the assessment results as reference for drafting of learning materials that will be done next.	Feedback of Lesson Plan

CONCLUSION

Based on the above, the pedagogical competence of teachers is very important competencies that impact in direct contact with students. Yet, the teacher pedagogic competence related issues seem to never recede with various backgrounds causes. Neuro Linguistic Programming is a collection of techniques that can help a person to humans excelent, so it can be used as an alternative completion related teacher problems and it can be seen in the teachers' pedagogical competence matrix.

SUGGESTION

To the Department of Education include: Superintendent of Education Kindergarten/ Elementary and Special Education, Head of Junior Secondary Education and Senior Secondary Education, Head of Vocational Secondary Education and Higher Education, also Head of Teachers and Educational. To the Ministry of Religious Affairs as Head of Islamic boarding school, Head of Islamic High School, Head of Madrasah and Islamic Education in Primary School both cities, counties, regions and centers, improvement of pedagogical competence of teachers through Neuro Linguistic Programming (NLP) can be used as an alternative teacher training is regularly that held every year.

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