

## THE EFFECT OF TEACHER COMPETENCY ON THE QUALITY OF THE LEARNING PROCESS AT TK ABA GUNUNGSITOLI

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**Abstract:** Teacher competence is one of the benchmarks for the success of the education implemented. Therefore, qualified educators will be able to produce students who grow according to their stage of development. This study aims to determine how much influence the competence of the teacher has on the effectiveness of the learning process. The competencies in question include: Pedagogic, Professional, and Social Competencies. This study uses a qualitative descriptive type of research to explore the excavations owned by PAUD teachers at the Private Kindergarten 'Aisyiyah Bustanul Athfal Gunungsitoli through the methods of conversing, interviewing, and asking questions and paying attention to the learning process every day which is carried out at Tk 'Asiyiyah Bustanul Athfal . The results of the study show that the competence of the teacher greatly influences the learning process, this then has an impact on the low learning process, because it cannot stimulate children's development optimally, the media is not varied and the method is not in accordance with the characteristics of the child. In addition, teachers' understanding of learning design is still minimal which causes the learning process to be less interesting.

**Keywords:** Competence, Teacher, Child

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### INTRODUCTION

Education is an important aspect of human and state life. The general public assumes that teachers are public servants who are responsible for the community. In the 21st century, teachers are required to have advanced knowledge and skills as well as high academic standards. In addition to being responsible for improving academic abilities, teachers are also required to develop the moral, emotional, social, and welfare of students. The community believes that competent teachers are an important key to the education system.

The National Education System Law Number 20 of 2003 states that education is a basic and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills. needed by himself, society, nation and state. Through education, it is hoped that teachers/educators will be able to print the nation's next generation of quality and in accordance with the expectations of the community, nation and state.

Along with the demands for the quality of education that are increasing day by day, the government makes laws and regulations that regulate teacher qualifications, competencies, and certification. According to Law Number 14 of 2005 concerning teachers and lecturers Chapter I Article 10 explains that competence is a set of knowledge, skills and behaviors that must be possessed, internalized and controlled by teachers or lecturers in carrying out their professional duties.

Talking about teacher competence, through the National Education Standard Number 19 of 2005 Chapter VI Article 28 Paragraph 4, the government stipulates that teacher competence includes pedagogic competence, personality competence, social competence and professional competence obtained through professional education. But in reality, currently there are still many teachers who do not have good competence in carrying out teaching and learning activities. There are several factors that affect the professional competence of teachers, one of which is the educational background of teachers.

Teacher competence is the ability to perform teaching and educating tasks obtained through education and training. In addition, Suparlan (2006:85) argues that teacher competence is a complex combination of knowledge, attitudes, skills and values shown by the teacher in the context of the performance given to him. Given the importance of competence in a teacher, it is not wrong if competence is one of the requirements that must be possessed by teachers to realize the goals of national education (PP Number 74 of 2008).

Every teacher is required to master various abilities as a competent teacher in their field. Of course, because teacher competence is an important form that is very influential in the world of education. Teacher competence is the direction, value, purpose, and quality of expertise and authority in the field of education. Teacher competence is needed to develop student behavior, in that education is not just learning certain teaching skills, but is the incorporation and application of interrelated skills and knowledge in the form of real behavior.

In addition, competent teachers will also help facilitate the learning process. If the educational background of the teacher is not suitable, then the teacher is less competent because one of the factors that must be possessed by the teacher is to have special skills prepared by the expertise or specialization education program. For teachers who do not have an educational background, teachers must improve their abilities or competencies through special education or training. (Herminingsih & Hazami 2017).

Based on the discussion above, it can be seen that the competence of teachers or educators greatly affects the quality of education. Especially when children are in their golden age, because at this time children are excellent imitators and can quickly remember what they hear from other people. During the golden age, children have a lot of excellent potential to be developed, so it is hoped that children will be in the hands of competent teachers. Because the success of fostering today is a success for children in the future. On the other hand, failure in handling early childhood will bring disaster to children's lives in the future.

Moving on to the competence of educators, the educational background of a teacher or an educator is considered to greatly affect the learning process that takes place in the classroom. This can happen because the educational background of a teacher or educator will affect the quality of mastery and delivery of the material he/she teaches, for example a teacher who has a sociological educational background should teach as a sociology teacher instead of teaching biology or other subjects. Likewise with PAUD, teachers who teach PAUD must also have the ability and have a PGPAUD educational background so that it is in line with the material they teach. But in reality, the educational background of PAUD teachers in Indonesia today is very diverse, ranging from formal education to non-formal education, some are graduates from the field of education and some are graduates from non-education. There are even PAUD teachers or educators who are high school students (SMA) who are considered capable of teaching (Education 2021).

The demand for qualified and professional teachers at this time is a must. Professional and competent PAUD teachers are needed to prepare quality human resources. Competent PAUD teachers are the most important factor in implementing a high quality PAUD program.

Teacher competence is a combination of personal, scientific, technical, social and psychological abilities that become the standard of the teaching profession such as understanding learning

materials, understanding students, self-development and professionalism. The teacher is the most important element of the entire education system and requires great attention. This figure attracts strategic attention when discussing educational issues, because teachers are always linked to every aspect of the education system. Teachers need to be trained as dignified professionals, because they have a very strategic role in achieving national development targets, especially in the field of education. In the process of transferring knowledge, the teacher serves to nurture.

Previous research has also shown that the competence of an educator greatly influences the learning process. As described (Sum & Taran, 2020) in his research entitled PAUD teacher pedagogic competence in planning and implementing learning shows that the academic qualifications of an educator, especially in the PAUD world, have a large influence on the knowledge, abilities, and understanding of educators in children during the teaching and learning process. . And there are still many PAUD organizers (teachers) who do not really have the capacity to develop interesting lesson plans, and there is still a lack of understanding of teachers about the need for preparation of lesson plans. In addition, teaching skills that are lacking in time can have an influence on the quality of children's learning activities, teaching and learning activities become unpleasant,(Education and Age 2022).

The competencies that must be possessed by a teacher are: (1) mastering the material, structure, concept, and scientific mindset that supports the lessons being taught, (2) mastering competency standards and basic competencies of the subjects/fields of development being taught, (3) developing creatively guided learning materials, (4) developing professionalism in a sustainable manner by taking reflective actions, and (4) utilizing ICT to communicate and develop themselves.(Sum 2019)

In the learning process takes place, the principles that must be understood, as stated by Sujiono (2009: 59) that the principles of learning for early childhood are as follows:

1. Children as active learners  
Creatively designed education will result in active learning.
2. Children learn through sensory and five senses  
The basic view of Montessori is that the five senses are the gateway for the entry of various knowledge into the human brain.
3. Children build their own knowledge  
This concept is intended so that children are stimulated to increase the knowledge that has been given through the materials presented by the teacher in their own way.
4. Children think through concrete objects  
Children remember objects that are seen and held more imprint and can be accepted by the brain in sensation and memory.
5. Children learn from the environment  
This is based on several learning theories that make nature an unlimited means for children to explore and interact with nature in building their knowledge.

## **METHOD**

The research method is a method or step taken in collecting, organizing, and interpreting data, according to (Sugiyono, 2016) "The research method is basically a scientific way to obtain data with certain goals and activities". So the method used by the author in this study is qualitative descriptive research. And the data collection is through the methods of conversing, interviewing, and asking questions and paying attention to the learning process every day which is carried out at Tk 'Asiyiyah Bustanul Athfal during the Professional Ability Development (PKP) program.

## **RESULTS AND DISCUSSION**

The teacher is one component that can advance education, because the teacher is the main character who interacts with children in the world of education. For this reason, teachers are also required to have professional competence because it affects how teachers will teach their students correctly and correctly. Professional competence in the form of mastery of: (1) Develop materials, structures, and scientific concepts that support and are in line with the needs and stages of early childhood development; (2) Designing various creative development activities in accordance with the stages of early childhood development, (3) Developing professionalism in a sustainable manner by taking reflective actions is expected to be able to influence the quality of learning which includes the application of: (a) The strategy of organizing learning in this case is related to arranging teaching materials and assessment formats that are in accordance with the development of early childhood; (b) Learning delivery strategies related to methods, media and learning techniques that are in accordance with the development of early childhood. (c) Learning management strategies are related to motivation, stimulation, and learning objectives that are in accordance with early childhood development.

The competence of the teacher shows the actual quality of the teacher. These competencies are manifested in the form of mastery of knowledge, skills and professional attitudes in carrying out their duties. The following describes the results of research that have been carried out regarding the competencies possessed by PAUD teachers in the Private Kindergarten 'Aisyiyah Bustanul Athfal Gunungsitoli:

### **Professional Competence**

The important thing that a teacher must have is the ability to describe standard material in the curriculum. Suhana (2014: 166) explains that by mastering learning materials, teachers can choose, determine and develop alternative strategies from various learning sources that support the formation of competency standards and basic competencies (SKKD). From the results of the study it was found that there were several teachers in PAUD institutions who had understood the material that must be taught to children. The teacher has mastered the material that must be given, as well as the delivery method that can stimulate all aspects of child development. However, there are still teachers who only know the material that will be given but do not know how to deliver teaching materials that are in accordance with the characteristics of the child.

Many PAUD institutions copy and paste lesson plans from other places. This proves that there are still many PAUD teachers who have not been able to make good learning plans, and do not understand what competencies must be developed for child development.

The professional competence of PAUD teachers at the Private Kindergarten 'Aisyiyah Bustanul Athfal Gunungsitoli in utilizing information and communication technology both to communicate and to develop themselves is quite sufficient. PAUD teachers in carrying out early childhood learning activities have utilized information and communication technology to communicate and develop themselves.

In relation to the ability of teachers to evaluate learning, documentation data shows that there are still many schools that do not use various forms of assessment in assessing child development. Existing PAUD institutions only use one form of assessment. The form of assessment that is widely used by PAUD teachers at the Private Kindergarten 'Aisyiyah Bustanul Athfal Gunungsitoli is a form of child portfolio assessment, this form of portfolio assessment will only provide an overview of several aspects of development (language, cognitive, and art). Also direct observation, anecdotal notes, performances, interviews, conversations, and also questions and answers.

### **Pedagogic Competence**

Teachers must have an understanding and educational foundation. By having a good scientific educational background, a teacher will understand the nature of education and the concept of education. Musfah (2012: 31) explains that a correct understanding of the concept of education will make teachers aware of how to behave in schools and communities, and how to qualify for their status as professional teachers. From the results of research conducted through document studies at several PAUD institutions in the 'Aiyiyah Bustanul Athfal Gunungsitoli Private Kindergarten, data obtained that there are still many PAUD institutions that have educators who are not qualified for S1 PAUD. Teachers in these institutions only have general education qualifications, not PAUD specifications, high school certificates or diplomas in other majors.

Understanding the characteristics of students is done by understanding the strengths and weaknesses of students. From the observations made, there are still many PAUD teachers who have not been able to treat children according to the characteristics of child development. This is due to the limited number of teachers which has an impact on providing types of activities that are not appropriate for the age of the child. The play activities provided by the teacher are not able to develop aspects of development optimally. The teacher only does a few activities that are often done, namely coloring, cutting, pasting, arranging, and meronce. These activities are often carried out alternately.

The lesson plans prepared by the teacher include making RPPH, class management, preparing the required media. The pedagogic competence of PAUD teachers at the Private Kindergarten 'Aiyiyah Bustanul Athfal Gunungsitoli in planning early childhood learning activities can be said to be quite good. The teacher has been able to apply and describe the theme into more detailed sub-themes. From the observations made, the teacher has been able to carry out learning activities according to what has been written and planned in the RPPH. The themes determined by the institution are those that are close to the child's world. Although sometimes in its implementation there are still activities that have been designed but are not implemented or vice versa. Another thing that happened was that teachers in several PAUD institutions made lesson plans not before the learning activities took place but after the learning activities were carried out. Teachers are also less creative in providing other media which are the work of teachers that can be used in the learning process.

### **Social Competence**

In the Law of the Republic of Indonesia (UU RI) No. 14 Article 10 concerning Teachers and Lecturers, it is stated that teacher social competence is the ability of teachers to communicate and interact effectively and efficiently with students, fellow teachers, parents/guardians of students and the community. Teaching in front of the class is a manifestation of interaction in the communication process. In the implementation of the learning process, teachers are expected to be able to make good social relations with students through interaction and communication.

The research data shows that programs that involve collaboration between institutions and parents or the community are still minimal. The form of parental involvement is only limited to receiving children's report cards at the end of the semester, preparing the needs of children participating in one of the school activities, as well as meetings discussing school fees.

Relations with the community, in this case with several institutions outside the school, such as: puskesmas have been well programmed and are sustainable. The school carries out a child's health check every 2-3 times in a semester. This relationship provides benefits for PAUD institutions where children's health and nutrition are always under control.

In addition to social relations between teachers and parents and other communities, what is no less important is the relationship of social interaction that is built between children and teachers. From the research results obtained information that the relationship between teachers and children is very good. Teachers have been able to be role models for children. This is evident from the

enthusiasm of children to participate in learning activities every day. In the learning process, the teacher always smiles, greets, and greets children. The teacher motivates children with soft language, and a loving touch. But sometimes due to the teacher's lack of knowledge about how to attract children's attention to participate in the learning process, the teacher only does as much as he can.

## CONCLUSION

Based on the research conducted by the author regarding the effect of teacher competence on the quality of the learning process using qualitative descriptive methods, it can be concluded that many teachers at Tk 'Aisyiyah Bustanul Athfal Gunungsitoli still have different backgrounds and lack of competence, and these competencies must be improved. The background of PAUD teachers is very influential on the learning process, when the teacher has a background that is not in accordance with their field, then this greatly affects the learning process carried out, and is also very visible when the teacher conveys learning during the learning process, because the higher competence or abilities possessed by a teacher, the more effective and the greater the chances of success from the learning process.

Qualifications of teachers who must have a PAUD S1 certificate or at least have experience participating in PAUD training and seminars. This is done to increase the ability of PAUD teachers. Pedagogic competence in which teachers must further improve discipline and responsibility in carrying out their duties as PAUD teachers. In addition, on social competence, teachers must further increase the active participation of parents and the community in PAUD learning programs so that they are of higher quality.

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