



The Role of Teachers' Competence to Achieve Effective Learning Management in Primary Schools

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Abstract- Effective learning management includes all learning objectives both mental, physical and social dimensions that can make it easier for students to learn something useful. In learning management, teachers' competence is needed, so that learning objectives can be achieved. To find out the relationship between the two, the research was conducted due to the role of teachers' competence to achieve effective learning management. It was conducted at elementary school teachers in Serang City, with a total population of 825 teachers. In this study, a sample of 89 teachers was used. Sampling was done using the Slovin formula with a sampling error of 10%. The sample selection technique refers to the criteria: being certified, and having at least 5 (five) years of teaching experience. The results showed that teacher competence was positively related to the effectiveness of learning management with p value ($0.000 < 0.05$). The higher the competence of the teacher, the better the effectiveness of learning management, and vice versa.

Keywords: effective learning, elementary school teachers, learning management, learning objectives, teacher competence

I. INTRODUCTION

In article 39 of Law Number 20 of 2003, it is stated that teachers are professionals who are tasked with planning and implementing the learning process, assessing learning outcomes, providing guidance and training. Meanwhile, in article 8 of Law No. 14/2005 states that teachers are required to have academic qualifications, competencies, teacher certificates, be physically and mentally healthy, and have the ability to realize the goals of national education. These domains, especially competence, need to be possessed by teachers, so that learning management can take place effectively. Article 1 point (10) of Law No. 14/2005 states that competence is a set of knowledge, skills, and behaviors that teachers must have, live in and master in carrying out professional duties. Professionalism towards the effectiveness of learning should be pursued, especially for learning in elementary schools (SD). According to *Permendiknas* No. 16/2007, the core competences of elementary school teachers include: pedagogic competence, personality competence, social competence, and professional competence. To find out the competence of teachers in conducting learning, it continues to be carried out through educational supervision carried out by the Principal or the Teacher Competency Test (*UKG*) conducted by the Ministry.

Based on data from the Ministry of Education and Culture of the Republic of Indonesia (*Kemendikbud* RI) in the 2015-2017 period, the *UKG* results for kindergarten teachers increased by 24.49 points and junior high school teachers increased by 23.6 points while high school teachers increased by 24.17 points. Meanwhile, the *UKG* scores for primary school teachers fluctuate nationally and have the lowest scores when compared to other levels of education. The low *UKG* results for *SD* teachers indicate that there are still many teachers at the primary school level who have not met the qualification standards. This condition is assumed to hinder the creation of effective learning.

Effective learning management by the teacher includes all learning objectives, both mental, physical and social, which can make it easier for students to learn something useful. According to Yeung (2013) in the management of learning effectiveness with regard to goal achievement, thus the analysis of objectives is in the form of will be the first activity in teaching planning. Furthermore, according to Suprijono (2014) the effectiveness of learning management refers to being empowered and successful in all components of learning organized by the teacher to achieve learning objectives.

The phenomenon of low elementary school teacher competence indicates that there are still many elementary school teachers who are less professional in carrying out the learning process. Therefore, it is necessary to know and analyze the factors associated with the implementation of the learning process. The factors that need to be analyzed include: planning, implementing and evaluating the learning process.

These factors are assumed to have implications for the low competence of teachers and the effectiveness of learning management in schools.

II. LITERATURE REVIEW

1) Teachers' Competency

Competence is a set of knowledge, skills, and behaviors that teachers have, live and control in carrying out their professional duties. According to Hakim (2015) teacher competence is the ability of a teacher to carry out obligations responsibly and properly. A person is said to be competent in his field if his knowledge, skills and attitudes, as well as the results of his work are in accordance with the standards set or recognized by the institution/government. Then according to Shukla (2014) the competence of teachers is related to the authority to carry out their duties, in this case in using the field of study as a learning material that acts as an educational tool, and pedagogical competence related to the function of teachers in paying attention to the behavior of learners in learning. Furthermore, according to Suparlan (2015) teacher competency standards are divided into three interrelated components, namely learning management, professional development, and academic mastery.

Teacher competence is legally stated in the Regulation of the Minister of National Education of the Republic of Indonesia No. 16/2007. In this regulation, teacher competency standards are developed in full from four main competencies, namely: pedagogic competence, personal competence, social competence, and professional competence. Pedagogic competence is an ability that teachers have with regard to student characteristics. Therefore, teachers need to optimize the potential of students to actualize their abilities in the classroom, and be able to assess learning activities that have been carried out. Then, personality competence is a solid personality attitude so that it can become a source of intensification for the subject and has a personality that deserves to be emulated Uno (2013). Meanwhile, social competence is defined as the ability of teachers to interact socially, both with students, fellow teachers, principals of schools/madrasahs, and with the wider community (Uno, 2013). Furthermore, professional competence is the ability to master learning material broadly and deeply which allows guiding students to meet established competency standards (Mulyasa, 2016).

2) Effectiveness of Learning Management

Effectiveness is related to the implementation of all main tasks, achieving goals, timeliness, and active participation from members (Panggabean & Himawan, 2016). The effectiveness of the learning process with regard to the way, the techniques and strategies used in achieving the goals optimally, precisely and quickly. To be able to achieve success in learning it is necessary to carry out a good management, which requires a teacher to be able to condition the class and be responsible in the classroom. According to (Pradhan, Su, Fu, & Liyun, 2017) teaching management includes all activities intended to achieve specific teaching goals (determining student entry behavior, compiling lesson plans, providing information, asking questions, assessing and so on).

In effective learning management, it depends on learning planning, learning implementation, learning assessment, and learning follow-up. Learning planning is an important step to achieve successful learning. If the learning implementation plan is arranged properly, it will make learning objectives can be achieved effectively and efficiently. Related to the implementation of learning, Madjid (2012) states the stages in learning activities include: initial activities, carrying out apperceptions or ability assessments, creating initial conditions for learning, core and closing activities. Meanwhile, related to learning assessment, Lile & Bran (2014) states that the evaluation of learning outcomes is a process to determine student learning values through assessment or measurement of learning outcomes. Systematically, learning evaluation is directed at the components of the learning system, which includes the input component, namely the initial behavior of students, the instrumental input component, namely the professional abilities of teachers/education personnel, curriculum components (study programs, methods, media), administrative components (tools, time, funds); the process component is the procedure for implementing learning; the output component is the learning outcome that marks the achievement of learning objectives. Furthermore, related to follow-up learning, Madjid (2012) states that follow-up programs can be implemented by means of: improvement programs, enrichment programs, acceleration programs.

3) Learning Characteristics in Elementary School.

There are two characteristics of learning in elementary school, namely: learning in the lying class and learning in the high class. The characteristics of learning in the lower classes are concrete. The learning

process needs to be designed and developed interactively. Learning for low grade elementary school students, includes: classifying the role of family members, writing clearly and neatly, counting and mentioning objects, and reading aloud. Meanwhile, learning for high-grade elementary school students is learning that is carried out logically and systematically to teach students about concepts and generalizations. The two characteristics of learning for elementary students require teachers to use an effective approach in learning.

Learning for elementary students has three characteristics, namely: concrete, integrative and hierarchical. Concrete implies that the learning process moves from concrete things with an emphasis on the use of the environment as a learning resource. Meanwhile, integrative learning is learning as a whole, by deductive learning, namely from general things to part by part. Furthermore, hierarchical learning, the learning process gradually starts from simple things to things that are more complex. In this connection, it is necessary to pay attention to the logical order, the relationship between the materials, and the breadth and depth of the material. Therefore, learning in elementary school between the low and high classes has different characteristics. Teachers in high classes in elementary schools must use problem-based learning, use a constructivist approach, carry out investigating, researching, and comparing activities.

III. RESEARCH METHOD

To find out the factors related to competence in supporting effective learning, a study was conducted on elementary school teachers in Serang City. The total population of elementary school teachers was 825 teachers, and a sample of 89 teachers was used. Sampling was done using the Slovin formula with a sampling error of 10%. The sample selection technique refers to the criteria: being certified, and having at least 5 (five) years of teaching experience.

To analyze the factors related to competence, a quantitative method with a correlational analysis approach is used. Meanwhile, to determine the effectiveness of learning, analysis is carried out starting from planning, implementation to evaluation of the learning process. The analysis was carried out in two stages, namely descriptive analysis and verification analysis. Verification analysis is used to determine the effect between the two variables using the SEM-PLS model. With this model, it is explained into three relationship models, namely the outer model, inner model, and weight relation. Outer model or measurement model, which is a specification of the relationship between latent variables and their indicators, also known as outer relations or measurement models, which explain the characteristics of latent variables with indicators. Then, the inner model shows a relationship between latent variables (structural model) which is often referred to as inner relations. Meanwhile, weight relation is an estimate of the case value from latent variables (Yang, 2014). Estimation of latent variables is linear aggregate of indicators whose weight values are obtained using the estimation procedure of PLS.

IV. RESULTS AND DISCUSSION

Teacher competence is defined as the knowledge, skills and values that teachers reflect in facing the technology-based era. The teacher competency variable in this study consists of five indicators which are broken down into 10 question items. Based on the results of the research on filling out the questionnaire that has been carried out, a description of the index value of the competency variable question items is shown in Table 1 below.

Tabel 1. Deskripsi on variable of teachers' competence

No	Descriptions	Scores	Index (%)	Categories
KPT1	Encourage students to think creatively and innovatively in learning	363	81.57	Good
KPT2	Involve students in exploring issues related to the real world	374	84.04	Very good
KPT3	Develop a technological learning environment so that students become active participants in learning	368	82.70	Good
KPT4	Provide learning content that can provide useful information for students	379	85.17	Very Good
KPT5	Collaborating with students in using	393	88.31	Very good

	digital media for successful learning			
KPT6	Effectively communicate learning ideas to students, people and peers through various digital media	381	85.62	Very good
KPT7	Providing students with easy access to digital learning resources	369	82.92	Good
KPT8	To exemplify the ethical use of information technology	358	80.45	Good
KPT9	Participate in the teacher community to explore the application of creative technology	361	81.12	Good
KPT10	Develop leadership skills in using technology to others	367	82.47	Good
Average Score			83.43	Good

Based on the data in Table 1 above, it is generally shown that the teacher competency variable obtains index values with good and very good categories in the range of index values between 80.45 and 88.31. The question item that received the lowest index value was KPT8 about exemplifying the use of ethical information technology, while the item that received the highest index value was KPT5 about collaborating with students in using digital media for successful learning. From this result, it can be illustrated that teachers have good competence, especially in teaching in the 21st century.

Furthermore, the effectiveness of learning management can be interpreted as the efforts made by the teacher in the teaching and learning process starting from the planning, implementation, learning assessment and feedback processes that allow learning management activities to take place properly so that learning objectives can be achieved. The learning management effectiveness variable in this study consists of three indicators which are broken down into 10 question items. Based on the results of the research on filling out the questionnaire that has been done, a description of the index value of the question item on the learning management effectiveness variable is obtained as shown in Table 2 below.

Table 2. Description on variable of effectiveness of learning management

No	Descriptions	Scores	Index (%)	Categories
EPP1	Encourage students to think creatively and innovatively in learning	359	80.67	Good
EPP2	Involve students in exploring issues related to the real world	366	82.25	Good
EPP3	Develop a technological learning environment so that students become active participants in learning	376	84.49	Very good
EPP4	Provide learning content that can provide useful information for students	369	82.92	Good
EPP5	Collaborating with students in using digital media for successful learning	379	85.17	Very good
EPP6	Effectively communicate learning ideas to students, people and peers through various digital media	381	85.62	Very good
EPP7	Providing students with easy access to digital learning resources	367	82.47	Good
EPP8	To exemplify the ethical use of information technology	378	84.94	Very good
EPP9	Participate in the teacher community to explore the application of creative technology	385	86.52	Very good
EPP10	Develop leadership skills in using technology to others	376	84.49	Very good
Average Score			83.95	Good

Based on the data in Table 2 above, it is generally shown that the effectiveness of learning management variables obtained index values with good and very good categories in the range of index values between

80.67 and 85.62. The question item that received the lowest index score was EPP1 regarding the ability to explain learning objectives, while the item that received the highest index value was EPP5 regarding the ability to determine teaching aids in learning. From these results it can be illustrated that the management of learning carried out by elementary school teachers in Serang City can be said to have been effective.

The Relationship between Teacher Competence and the Effectiveness of Learning Management. The effectiveness of learning which is the task of his job as a teacher in managing learning so that it will improve the satisfactory learning outcomes of students in participating in learning activities. If there is an increase in teacher competence, it will increase the effectiveness of learning management so that it can be concluded that there is a positive relationship between teacher competence and the effectiveness of learning management. The existence of high teacher competence will affect the level of effectiveness of learning. Teachers with adequate competencies are expected to be able to manage the learning process better so that effective learning is created.

The relationship between teacher competence and the effectiveness of learning management ($KPT > EPP$) is stated by the value of the original sample coefficient (0.731) which is positive, which means that teacher competence is positively related to the effectiveness of learning management. If there is an increase in teacher competence, it will increase the effectiveness of learning management by 0.731 units. The p value of the relationship between teacher competence and the effectiveness of learning management ($KPT > EPP$) obtained (0.000) on the t statistic (6.643) can be concluded that there is a positive relationship between teacher competence and the effectiveness of primary school learning management in Serang City because the p value is significant ($0.000 < 0.05$). This shows that the higher the competence of the teacher, the better the effectiveness of learning management, and vice versa

V. CONCLUSION

The effectiveness of learning which is a duty towards his job as a teacher in managing learning so that it will increase the satisfactory learning outcomes of students in participating in learning activities. Teacher competence is positively related to the effectiveness of learning management because the obtained p value is significant ($0.000 < 0.05$). If there is an increase in teacher competence, it will increase the effectiveness of learning management so that it can be concluded that there is a positive relationship between teacher competence and the effectiveness of SD learning management in Serang City. With the existence of high teacher competence, it will affect the effectiveness level of learning. Teachers with adequate competencies are expected to be able to manage the learning process better so that effective learning is created.

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