

Analysis of Teacher Professional Competency in Thematic Learning at Mi Asy-Syafiiyah Kendari

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Abstract

This study aims to describe and analyze the professional competence of teachers in thematic learning at MI Asy-Syafiiyah Kendari. This type of research is qualitative with a case study method. The data collected is data in the form of words and pictures, not numbers. The number of informants in this study was 10, who were MI Asy-Syafiiyah Kendari teachers. The informants were chosen by means of proportional sampling. Data collection techniques in this study were observation, interview, and documentation techniques. Data analysis techniques used data reduction techniques, data presentation, and conclusion drawing, as well as data validity testing using data triangulation techniques. The results of this study indicate that the professional competence of MI Asy-Syafiiyah Kendari teachers is good; this can be seen from their performance, which is in accordance with their professional demands. In addition, the MI Asy-Syafiiyah Kendari teacher has the ability to be quite competent in mastering the material, structure, concept, and scientific mindset that supports the subjects being taught, namely by reading more material about the subjects being taught and studying the lesson plans that have been made, as well as looking for other reference sources that can support the achievement of learning objectives. Teachers also master the material, structure, and scientific concepts that support learning, master core competencies and basic learning competencies, develop professionalism in a sustainable manner by taking reflective actions, and utilize information and communication technology to develop themselves in the teaching and learning process.

Introduction

National education based on Pancasila and the 1945 Constitution mandates efforts to make the nation's life intelligent through education. In achieving the goals mentioned above, the educational component is determining how to achieve these goals. One important determining factor is teacher competence in improving the quality of education in Indonesia. As stated in UUD No. 14 of 2005 Article 10 concerning teachers and lecturers, "teachers must have pedagogical competence, personality competence, social competence, and professional competence". Teachers are the foundation that must be possessed and are an illustration of how great a teacher must be. carried out in carrying out their work, both in the form of behavioral activities and the results they want to achieve. Therefore, teachers are required to have basic abilities in order to present learning that attracts students' attention. Therefore, teachers are required to have broad insight and mastery of theoretical concepts and be able to choose appropriate models, strategies, and methods for carrying out learning activities.

According to Government Regulation No. 74 of 2008 concerning Teachers and Lecturers, Article 3, paragraph 1, "Competency is a collection of knowledge, skills, and attitudes that must be possessed, internalized, and understood by teachers or lecturers in carrying out their professional duties". Competency is a combination of knowledge, attitudes, and skills that are realized in the form of action. This means that competence is a combination of mastery of knowledge, skills, and attitudes that are manifested in habits of thinking and behavior in applying them. Professionalism is a term that refers to a mental attitude in the form of the commitment of members of a profession to continue to realize and improve their professional quality. A teacher who has a high level of professionalism is reflected in his mental attitude and commitment to change and improving professional quality through various methods and strategies. In the context of teachers, Suyanto (2013, p. 56) says that the meaning of professionalism is very important because it creates the best attitude for a teacher in serving students' educational needs, so that in the future, this attitude will not only provide benefits for students but also for parents, society, and the school institution itself.

In initial observations carried out by researchers on May 23–28 at MI Asy-Syafi'iyah Kendari, researchers found that the professional competence of MI Asy-Syafi'iyah Kendari teachers was quite good. This can be seen from how teachers provide learning to students who have different characteristics, as well as how the teacher is able to control the classroom environment so that students focus on the learning provided by the teacher. Based on this, it can be seen that the teacher is quite professional. Through initial observations, researchers also found that the thematic learning taught in schools was less than optimal. Teachers must think about aspects that include the implementation of learning. The above problems are of interest to researchers in measuring the professional competence of teachers in thematic learning as a solution or alternative problem solving in the learning process at MI Asy-Syafiiyah Kendari.

The purpose of this research is to determine the professional competence of teachers at MI Asy-Syafi'iyah Kendari and to determine the relationship between teacher professional competence and thematic learning at the MI Asy-Syafi'iyah Kendari school. In initial observations carried out by researchers on May 23–28 at MI Asy-Syafi'iyah Kendari, researchers found that the professional competence of MI Asy-Syafi'iyah Kendari teachers was quite good; this can be seen from the way the teachers provide learning. to students who have different characteristics, as well as how the teacher is able to control the classroom environment so that students focus on the learning provided by the teacher. Based on this, it can be seen that the teacher is quite professional. Through initial observations, researchers also found that the thematic learning taught in schools was less than optimal. Teachers must think about aspects that include the implementation of learning.

Methods



This type of research is qualitative with a descriptive approach, carried out at MI Asy-Syafi'iyah Kendari. Qualitative research is research conducted to objectively find out an activity with the aim of discovering new knowledge that was previously unknown (Sugiyono, 2010). This research was carried out over a period of two months, namely from June to July 2021. Data was obtained from observation, interviews, and documentation. The analysis techniques are data reduction, data presentation, and drawing conclusions. Meanwhile, checking the validity of the data was carried out using triangulation techniques. Interviews were conducted with informants, namely class teachers and students of MI Asy-Syafi'iyah Kendari.

Result

The research results discuss several research findings that are adapted to the researcher's questions in the research focus: the relationship between teacher professional competence at MI Asy Syafiiyah Kendari and thematic learning.

1.1. Professional competence of teachers at MI Asy-Syafi'iyah Kendari

Based on research related to teacher professional competence that has been carried out by researchers Data was taken through guided interviews. Interviews were conducted with 10 informants who were teachers at MI Asy-Syafi'iyah Kendari. Based on the results of an interview with Mr. Syamsul Razak, S.Pd.I., as a Kendari Madrasah Ibtidayah (MI) teacher, looking at learning planning, it is known that Asy-Syafi'iyah Kendari Madrasah Ibtidayah (MI) teachers in planning learning are required to master various learning methods. So that the material presented can be well received and supports students in the learning acceptance process. Not only that, every teacher must also have qualified teaching skills. As stated by students regarding the teacher's teaching skills, they have to plan in advance. "In the learning process given by the teacher, the teacher always starts learning by motivating first and then conveys the material to be studied by providing real examples in the surrounding environment," said Nadira, a class VI B student at MI Asy-Syafi'iyah.

MI teacher Asy-Syafi'iyah Kendari explained that his professional competence continues to be developed in accordance with the needs of schools and students in the learning process. So we know that with this thinking, the school can progress and the learning provided can be effective. Efforts to develop teacher insight are carried out by holding training for teachers, where teachers are required to be creative so that there is a need for insight development by schools. Based on the results of interviews conducted with Mr. Firdas, S.P.D., teachers' insight is developed by enriching their knowledge first, because with the large amount of literature that teachers have, insight also develops along with the innovations carried out by teachers. In the 21st century, teachers are required to be creative and innovative in teaching. Especially with the current pandemic situation, we as teachers need to think hard to provide the best for students. In line with students' statements regarding the teacher's insight into implementing learning, that: During the learning process, the teacher provides many real examples and provides abstract descriptions of material, or usually provides examples shown through pictures or videos during learning. learning process.

The ability to develop insight by MI Asy-Syafi'iyah Kendari teachers is very good with the various methods and actions they use to provide the best for students. One review of teacher professionalism seen from the development of learning tools that teachers have is to form a professional teacher character by getting used to continuing to develop the knowledge they have so that they are even more professional in teaching. The results of interviews with Mrs. Umm Hasyim, S.P.D., show that learning tools need to be developed, because if they are not developed, then students' cognitive needs cannot be met by themselves without guidance and direction that is in accordance with the teacher's abilities. Mrs. Sri Danarti, S.Pd.I., revealed that curriculum development is a benchmark for professional teacher activities. This curriculum is not only designed by all teachers, but the school curriculum is prepared jointly to achieve our school goals. From the interview results, it is known that the curriculum continues to be developed over time. For us as teachers, the curriculum is our boat in designing learning based on the existing syllabus. This allows us to deliver learning that can be understood by students with various characteristics.

The development carried out by teachers at MI Asy-Syafi'iyah Kendari is carried out by evaluating learning outcomes and how students can understand the material, so this development is collaborative. This means that development is carried out jointly to create good learning plans for students based on the existing syllabus. This overhaul is carried out so that the devices that will be created can be in line with the different characteristics of students, although in practice there are still additions provided by teachers in the classroom. The application of learning media in the classroom and the use of learning media as provided by teachers are the subject of this research to find out how professional teachers are in terms of taking action every time they provide learning. Mr. Firdas, S.P.D., revealed that efforts are always made to use learning tools in every learning material, whether in the form of direct products or soft files. The teacher council develops media according to the conditions and needs of their students so that they do not get bored of learning.

Mastery of technology should no longer be an obstacle now because everything is available; teachers are only asked to learn. similar to the results of interviews conducted by researchers with informants who obtained information that: mastery of technology is very necessary because we as teachers must continue to learn throughout life for the sake of the nation's children, who will be the next generation of our nation and country. However, from the results of interviews conducted by researchers with informants, it is known that not all teachers can operate existing facilities and infrastructure, so they require guidance from teachers who know, so this is a bit of an obstacle for teachers who are too far away. far from technological understanding. Apart from that, technological developments in schools cannot yet be enjoyed by all teachers; equipment is still limited, which limits teachers' ability to explore their understanding. So it's not just the teacher's fault, but the facilities and infrastructure in schools are still very minimal.

Mrs. Sri Danarti, S.Pd.I. It is revealed that teachers who have good role models get more attention from students and make students hate them because of their example. For example, in terms of discipline in carrying out duties, In this case, students see how the teacher prays about the collection assignment. In line with this statement, one of the class VI B students who was interviewed said that teachers always set a good example, especially in discipline at school. Every day, the teacher gives examples and teaches how to be a good, intelligent, and noble student. Teachers are always disciplined when teaching and come to class on time.



MI Asy-syafi'iyah Kendari teachers are very great at providing this example because the teacher council considers what they do as an example for their students. Talking about a good personality, a professional teacher can educate, not just teach. This means that learning can be given contextually so that students do not fantasize when teaching. This personality can be measured when teachers are able to provide examples that can be imitated and build students' character for the better. Through the good character acquired by students, they are able to give birth to good and noble morals in the school, home, and community environment. This was conveyed by Mrs. Putri Damayanti, S.P.D. As teachers, we expect things that can make students good individuals. A teacher's personality is a benchmark for student output after studying at Madrasah Ibtidayah (MI) Asy-Syafi'iyah Kendari. If the output is good in the new environment, it becomes a matter of pride for the teacher because he can provide good things to his students. And a teacher is said to be successful if his students can take the goodness that is conveyed when studying and are able to apply it in their environment.

Students' intellectual and moral abilities cannot be separated from the attention and attitude of teachers, who are the best role models for students. So it can be said that the personality of MI Asy-Syafi'iyah teachers is very good and is a role model for students. In line with the results of the initial observations made, the teacher's personality can be seen from how the teacher provides an example in the classroom, one of which is in the teaching and learning process. Teachers are considered professionals if they master the learning methodology. similar to what was conveyed by Mrs. Umm Hasyim, S.P.D., during the interview, that we have provided professional competence from various trainings that we have carried out, so that when talking about how professionalism is measured, we answered that teachers are considered teachers. professional if they are able to defend what they are concerned about for schools, students, and learning.

1.2. *Relationship between Teacher Professional Competence in Thematic Learning at MI Asy-Syafi'iyah Kendari*

In the interview session, researchers interviewed 10 teachers who were informants in this research on March 20–24 to find out what teachers' professional competencies were in thematic learning. In this interview session, the researcher conducted an unstructured interview, meaning that the statements given by the informant could raise questions. Aspects of assessing teacher professionalism can be seen from various aspects, one of which is technological developments. Based on the results of the initial interviews conducted, it is known that MI teachers in thematic learning must have professional competence in this field, which is very necessary to help students receive the material. In thematic learning at the Madrasah Ibtidayah level, it is known that the professional competence of teachers in schools is very necessary to help students broaden their horizons in every teaching and learning process. We also know that professional teachers are an important aspect of advancing education. From initial observations, it is known that teacher professional competence supports student learning development by increasing teacher creativity in designing learning tools.

Mr. Firdas, S.P.D. Explaining the learning tools that teachers apply in thematic learning cannot be separated from making lesson plans. We as teachers only design tools according to the contents of the syllabus, but this is where teachers can be creative in making lesson plans that are structured in such a way that they are able to create learning methods that students like and understand. This is in line with what was conveyed by Mrs. Umm Hasyim, S.P.D., that the thematic learning method was created by the teacher to achieve learning goals in class so as to make students understand the material provided. To be clearer, thematic learning provided by teachers really requires mastery of technology because developing thematic learning requires strong references. By learning on social media, a lot of knowledge can be gained to develop learning. The assessment system implemented by MI Asy-Syafi'iyah Kendari teachers is in accordance with the existing assessment system; the teacher council provides its own assessment according to student learning outcomes. Assessment at MI Asy-Syafi'iyah Kendari is very open because it is hoped that students will continue to learn by deepening the knowledge provided and continuing to explore its potential. Subsubsection

Discussion

Teacher professional competence is the teacher's ability to manage the class well, starting from the planning process, the learning implementation process, and the learning evaluation. Apart from that, teacher professional competence is the teacher's ability to master learning, which includes planning, implementing, and broadcasting learning according to their field of expertise, especially in thematic subjects related to developmental psychology because the content of the material is based on student development stages other than psychology. Learning is also needed because it has a contribution (Antrock, 2011). Based on the type of information, either through observation, interviews, or documentation, This research found a link between teacher professional competence and thematic learning. This can be seen in the ability of teachers who have mastered the material, concepts, and mindset of thematic learning and are able to create lesson plans and learning media and utilize existing ones. technology.

In line with research conducted by Tati Karyati in 2021, it was stated that class teachers master the material, structure, and scientific concepts supporting learning, master core competencies and basic learning competencies, develop professionalism continuously by carrying out reflective actions, and utilize information and communication technology for self-development. According to Sumidjo in Mustafah (2012:54), the most important factor in the educational process is a teacher who is able to produce changes in students. Based on the findings of researchers in the field through observations, interviews, and documentation regarding the professional competence of teachers in thematic learning, the professional competence of teachers at MI Asy-syafiiyah Kendari is good. This can be seen from several indicators that show teachers are able to understand and develop learning tools and performance in accordance with professional demands.



The results of the researcher's findings are in line with Nursalim, N. (2017) who stated that professional teachers in terms of their duties and functions are teachers who understand the characteristics of students; able to transfer knowledge to students using appropriate learning methods; utilize technology appropriately; master methods and technology; carry out learning administration periodically; able to communicate with students well; establishing relationships with educational experts or the general public; develop yourself regularly through seminars, training, upgrading; be a role model for society and be involved in community activities; be creative and able to express creative ideas through writing, real activities. The results of this research strengthen the research findings of Sudirman (2018), Hartanti (2018), and Yuniarsih (2018), which concluded that teacher professional competence has a positive and significant effect on teacher performance. This shows how important a professional teacher is. Likewise with the findings of Rachmawati (2020). Based on the results of the analysis carried out, it was found that teacher professional competence had a positive effect on teacher performance. This shows that the higher a teacher's professional abilities, the greater the possibility that he will be able to improve his performance. The professionalism of a teacher is demonstrated by the competence possessed by the teacher.

Conclusion

The professional competence of teachers in thematic learning at MI Asy-Syafi'iyah Kendari is good; this can be seen from several indicators that show teachers are able to understand and develop learning tools and performance that suit their professional demands. The professional competence of MI Asy-Syafi'iyah Kendari teachers is quite good; this can be seen from their performance, which is in accordance with their professional demands. This research found a link between teacher professional competence and thematic learning. This can be seen in the ability of teachers who have mastered the material, concepts, and mindset of thematic learning and are able to create lesson plans and learning media and utilize existing ones. technology.

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