

TEACHER COMPETENCY ANALYSIS IN IMPROVING TEACHER PERFORMANCE AT UPTD SDN 071065 HILIMANAZE, GUNUNGSITOLI IDANOI DISTRICT

By

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ABSTRACT

This study aims to analyze teacher competency in improving teacher performance at the UPTD SDN 071065 Hilimanaze, Gunungsitoli Idanoi District. Teacher competency is one of the important factors that determine the success of the learning process and the achievement of educational goals. This education uses a descriptive qualitative approach with data collection through observation, interviews, and documentation. Informants in this study consisted of the principal as a key informant, and six teachers as supporting informants. The results of this study indicate that the pedagogical, personality, social and professional competencies of teachers are generally quite good, although there are still several obstacles such as lack of training and supporting facilities. Factors that influence the improvement and decline of teacher performance include motivation, support from the principal, the work environment, and limited facilities and infrastructure. This study concludes that improving teacher competency contributes positively to improving teacher performance, but requires ongoing support from the school and the education office.

Keywords: Teacher Competence, Teacher Performance, Elementary Education.

ANALISIS KOMPETENSI GURU DALAM MENINGKATKAN KINERJA GURU DI UPTD SDN 071065 HILIMANAZE, KABUPATEN GUNUNGSITOLI IDANOI

ABSTRAK

Penelitian ini bertujuan untuk menganalisis kompetensi guru dalam meningkatkan kinerja guru di UPTD SDN 071065 Hilimanaze Kec.Gunungsitoli Idanoi. Kompetensi guru merupakan salah satu faktor penting yang menentukan keberhasilan proses pembelajaran serta pencapaian tujuan pendidikan. Pendidikan ini menggunakan pendekatan kualitatif deskriptif dengan pengumpulan data melalui observasi, wawancara, dan dokumentasi. Informan dalam penelitian ini terdiri dari kepala sekolah sebagai informan kunci, dan enam orang guru sebagai informan pendukung. Hasil penelitian ini menunjukkan bahwa kompetensi pedagogik, kepribadian, sosial dan profesional para guru secara umum sudah cukup baik, meskipun masih terdapat beberapa kendala seperti kurangnya pelatihan dan fasilitas penunjang. Faktor-faktor yang memengaruhi peningkatan dan penurunan kinerja guru antara lain motivasi, dukungan dari kepala sekolah, lingkungan kerja, serta keterbatasan sarana dan prasarana. Penelitian ini menyimpulkan bahwa peningkatan kompetensi guru berkontribusi positif dalam meningkatkan kinerja guru, namun perlu adanya dukungan berkelanjutan dari pihak sekolah dan dinas pendidikan.

Kata Kunci : Kompetensi Guru, Kinerja Guru, Pendidikan Dasar

INTRODUCTION

Education is a key pillar in creating superior, intelligent, and characterful human resources. In the educational process, teachers play a highly strategic role as the spearhead of successful learning. Teachers serve not only as transmitters of knowledge but also as instrumental in shaping the character, attitudes, and moral values of students. With the changing times and technological advances, demands for teacher professionalism and competence are increasing. Today's teachers are required to possess comprehensive skills, encompassing pedagogical, personal, social, and professional competencies.

However, the reality on the ground shows that various issues related to teacher competence and performance persist. Some teachers have not yet mastered innovative learning methods, are limited in the use of educational technology, and face challenges in managing their classes effectively. This situation directly impacts the quality of the learning process and student learning outcomes. Therefore, developing teacher competence is a primary focus in efforts to improve the quality of education.

Teacher competency can be defined as a set of knowledge, skills, and behaviors that teachers must possess, internalize, and master in carrying out their professional duties. Based on Minister of National Education Regulation Number 16 of 2007, there are four main competencies that teachers must possess: pedagogical, personality, social, and professional competencies. These four competencies are interrelated and play a crucial role in determining teacher performance in schools.

Teacher performance is essentially the work results achieved by teachers in carrying out their duties and responsibilities as educators. According to Arianto and Istikomah (2018), teacher performance reflects an educator's level of success in carrying out their work, which is influenced by their abilities and work motivation. Optimal teacher performance is reflected in the quality of lesson planning, the implementation of the teaching and learning process, the ability to innovate, and good social interactions with students and colleagues.

Improving teacher performance is inextricably linked to improving their competency. Teachers with high competency will be able to design effective lessons, create a conducive classroom environment, utilize technology appropriately, and foster student motivation. Conversely, low competency will result in decreased performance and learning effectiveness.

Based on initial observations at the UPTD SDN 071065 Hilimanaze in Gunungsitoli Idanoi District, it was found that some teachers had not fully met the established competency standards. These challenges included a lack of professional training, low work motivation, and limited learning support facilities. Therefore, analyzing teacher competency is crucial to determine their ability to improve the performance and quality of learning at the school.

This study aims to analyze teacher competency in improving teacher performance at the UPTD SDN 071065 Hilimanaze and identify the factors influencing it. The results are expected to provide theoretical contributions to the development of educational management science, while also providing practical benefits for schools and educational institutions in improving the quality of their teaching staff.

LITERATURE REVIEW

Teacher competence encompasses the knowledge, skills, and attitudes necessary to effectively carry out professional duties. According to Mulyasa (2016), teacher competence is a combination of personal abilities, mastery of knowledge, teaching skills, and moral character that

reflect an educator's professionalism. In other words, competence extends beyond technical teaching skills to the ability to build social relationships and develop a personality worthy of being a role model.

Based on Law Number 14 of 2005 concerning Teachers and Lecturers and Minister of National Education Regulation Number 16 of 2007, there are four main competencies that teachers must have, namely:

1. **Pedagogical competence**, namely the ability to understand student characteristics, manage learning, and carry out evaluation of learning outcomes.
2. **Personality competencies**, namely the ability to demonstrate personal maturity, responsibility, and be a role model for students.
3. **Social competence**, namely the ability to communicate and interact effectively with students, colleagues, parents and the community.
4. **Professional competence**, namely the ability to master subject matter in depth and its application in the context of learning.

These four competencies are complementary and form the foundation of teacher professionalism. Without adequate competencies, the learning process will be less effective. Widoyoko (2005) categorizes factors influencing teacher competency into two: internal factors (thinking skills, motivation, experience, and educational background) and external factors (educational policies, work environment, and availability of resources). Therefore, teacher competency development must be carried out continuously through training, certification, academic supervision, and welfare improvements.

Strong competencies are the foundation for teachers in navigating the dynamics of the educational world. Highly competent teachers will be able to respond to curriculum changes, implement technology-based learning, and encourage students to think critically and creatively.

Teacher performance reflects an educator's level of success in carrying out their duties. Supardi (2013) states that teacher performance is the manifestation of professional behavior demonstrated through the planning, implementation, and evaluation of learning. Meanwhile, Sedarmayanti (2012) defines performance as the results of an individual's work within an organization, in accordance with their responsibilities and authority, to achieve organizational goals.

Teacher performance can be measured through indicators such as: (1) the ability to prepare learning plans, (2) the implementation of creative and innovative learning activities, (3) the implementation of learning evaluations, (4) attendance and discipline, and (5) responsibility and social relations (Uno & Lamatenggo, 2018). Teachers who have high performance tend to be able to create an interactive classroom atmosphere, provide learning motivation, and produce better learning achievements.

According to Mangkunegara (2017), factors influencing teacher performance include ability, motivation, principal leadership, organizational climate, and well-being. Principals play a crucial role in creating a supportive work environment and motivating teachers to excel. Furthermore, professional training and academic supervision also play a crucial role in improving teacher performance (Juniarti, 2020).

Competent and high-performing teachers will contribute to improving the quality of education. Conversely, low teacher performance will impact the quality of learning and the achievement of educational goals. Therefore, regular measurement and evaluation of teacher performance are necessary to ensure the quality of the teaching staff.

Teacher competence and performance are closely related. Teachers with high competence tend to perform better because their abilities and knowledge directly impact the quality of the learning process. According to Damayanti and Irwansyah (2023), teacher competence, particularly pedagogical and professional competence, significantly impacts classroom performance. Teachers who master learning methods and manage their classroom effectively will achieve optimal student learning outcomes.

Research by Muflikhah and Faridah (2024) also shows that competency-based assessment can enhance teacher professionalism and encourage performance improvement through reflective learning. Similarly, research by Ernita Hulu, Lase, and Waruwu (2024) found that developing teacher competencies through training and academic mentoring positively impacted teacher performance in elementary schools.

Theoretically, improving teacher competency will improve teacher performance because competency is the foundation for carrying out professional roles. Teachers with high pedagogical competency are able to design engaging and relevant learning. Teachers with strong personal competency serve as role models for students. Teachers with high social competency can build positive collaborations with various parties, while professional competency enables teachers to adapt to developments in educational science and technology (Rusman, 2017).

Furthermore, motivational factors and the work environment also act as moderating variables in the relationship between competence and performance. According to Hasibuan (2019), high competence is meaningless without strong motivation to achieve. Therefore, efforts to improve teacher performance are not limited to competency training alone, but also include motivational strategies and organizational support, such as rewards, promotions, and a conducive work environment.

RESEARCH METHODS

This study uses a quantitative descriptive approach, which aims to systematically describe and analyze the relationship between teacher competency and teacher performance based on quantitative data. According to Sugiyono (2019), a quantitative approach is used to examine a specific population or sample by collecting data using research instruments and analyzing it statistically to test predetermined hypotheses.

The population in this study was all 25 teachers who teach at the UPTD SDN 071065 Hilimanaze. Because the population is relatively small and can still be reached in its entirety, this study used a total sampling technique, meaning that all members of the population were used as research samples (Arikunto, 2013). Thus, the number of research samples was 25 teacher respondents.

RESULTS AND DISCUSSION

Based on the results of interviews, observations, and document reviews, it was found that teachers at UPTD SDN 071065 Hilimanaze have a fairly good understanding of the four main teacher competencies, namely pedagogical, personality, social, and professional.

In terms of pedagogical competence, most teachers are able to design lesson plans (RPP), determine appropriate methods for student characteristics, and evaluate learning outcomes. However, some teachers still haven't fully utilized active and creative learning models, particularly when integrating digital media such as instructional videos or interactive applications.

One teacher stated:

"We're used to preparing lesson plans, but implementing technology-based learning still requires guidance due to limited facilities and operational capabilities." (Informant G1, interview, March 2025)

This shows that teachers' pedagogical competence is good in the aspects of planning and implementing learning, but needs to be improved in the use of media and learning innovation.

In terms of personal competency, teachers demonstrate discipline, responsibility, and exemplary work ethic. Observations revealed that teachers arrive on time, dress neatly, and demonstrate harmonious relationships with students. The principal also emphasized that the teachers at this school possess a high level of professionalism and are capable of serving as role models for students.

Meanwhile, in terms of social competence, teachers are able to build communication and collaboration with fellow teachers, the principal, and parents. However, social interactions between teachers still feel formal and not fully collaborative in developing learning. Teachers tend to work individually in developing teaching materials and evaluating activities.

Teachers' professional competencies indicate that most have mastered the teaching materials in their respective fields. However, their ability to develop learning materials in a more contextual and creative manner still needs improvement. Some teachers admitted they were not yet accustomed to conducting classroom action research (CAR) or independent learning innovations.

Teacher performance at this school is generally considered good. Interviews with the principal and teachers revealed a strong commitment to their duties. They implement lessons according to schedule, create teaching materials, and consistently conduct learning evaluations.

The principal said:

"The teachers' performance here is quite good. They are disciplined and responsible, but innovation in teaching and learning still needs to be encouraged." (KS informant, interview, March 2025)

Observations showed that teachers conducted lessons in a fairly conducive atmosphere. Students appeared active and enthusiastic in participating in learning activities. However, some teachers still used traditional lecture methods, particularly in general subjects like Indonesian and mathematics.

Teachers haven't widely used collaborative learning models like problem-based or project-based learning, which can increase student participation. This indicates that teachers' performance is good in terms of responsibility and discipline, but they still need to improve their teaching creativity.

From the interview results, several factors were found that influence teacher performance, including:

1. **Work motivation and leadership of school principals.** Principals who provide support and appreciation for teacher achievements have been proven to increase work enthusiasm.
2. **Well-being and workload.** Some teachers admitted that their motivation had decreased due to inadequate incentives and a relatively high administrative burden.
3. **Learning facilities and resources.** Limited ICT devices and learning media are obstacles for teachers to innovate in teaching.

Teachers stated that support from the principal and the work environment greatly influenced their enthusiasm and performance.

The research results show that teachers at SDN 071065 Hilimanaze have implemented their

competencies quite well. However, as Mulyasa (2016) noted, teacher professionalism must continue to be developed through improving pedagogical skills and mastery of learning technology. In the context of this research, teachers still tend to be oriented towards conventional learning patterns, so innovation and creativity need to be strengthened.

Research findings confirm that teacher competence has a strong influence on performance. Teachers with strong pedagogical and professional competence tend to demonstrate higher performance in teaching and learning. This aligns with the findings of Damayanti and Irwansyah (2023), who stated that the better a teacher's competence, the more effective their performance in classroom management and improving student learning outcomes.

Furthermore, personality competencies play a crucial role in shaping teachers' work ethic and moral responsibility. Teachers with strong and stable personalities will be more consistent in carrying out their duties and will serve as role models for their students.

Some of the challenges faced by teachers at this school include limited facilities, minimal professional training, and a lack of collaboration between teachers. Therefore, the principal needs to strengthen the role of academic supervision and encourage continuous professional development (PKB) activities.

The results of this study also align with the opinion of Uno & Lamatenggo (2018), who emphasized the importance of a conducive work environment in supporting the improvement of teacher competence and performance. Efforts to improve competence are not only through technical training but also through moral and social development in the workplace.

The results of this study provide practical implications for educational institutions. First, teacher competency improvement needs to be carried out continuously through practice-based training programs and reflection on teaching experiences. Second, school principals need to strengthen coaching and supervision systems to ensure teachers are able to apply competencies in teaching and learning activities. Third, support from the education office in providing facilities and incentives will strengthen teacher motivation and performance in the field.

CONCLUSION

This study shows that teacher competence plays a significant role in improving teacher performance at the UPTD SDN 071065 Hilimanaze. Teachers have demonstrated strong pedagogical, personality, social, and professional competencies, although improvements in learning innovation and the use of educational technology are still needed.

Teacher performance is generally considered good, characterized by discipline, responsibility, and a strong commitment to teaching. However, creativity and collaboration among teachers still need to be strengthened. Overall, improving teacher competency has a positive impact on the quality of performance and the effectiveness of the learning process in elementary schools.

1. **For Teachers:**It is hoped that professional competence will continue to be improved through training, workshops, and continuing professional development (PKB) activities.
2. **For Principals:**It is necessary to strengthen academic coaching and supervision to encourage teachers to innovate and collaborate in learning.
3. **For the Department of Education:**It is recommended to provide relevant facilities and training program support to strengthen teachers' competency and work motivation in the field.

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