

INCREASING TEACHER COMPETENCE THROUGH TEACHER ACTIVITY CENTERS IN GROUP 1 TAJUK REGGALI CENTRAL ACEH DISTRICT

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ABSTRACT: The realization of quality education cannot be separated from the role of teachers as professional educators. The aim of this research is to explore programs at the Teacher Activity Center in cluster 1 Tajuk Renggali, Silih Nara District. This research is a qualitative research. Data was collected through observation, interviews and documentation. The informants in this research consisted of the head of the teacher activity center, and teachers involved in Cluster 1 Tajuk Renggali. To ensure the validity of the data, triangulation techniques were used. Data analysis uses data reduction, data display and drawing conclusions. The research results show that there are several programs at the Tajuk Renggali Cluster 1 Activity Center, namely; a) program for making learning tools, designing methods, teaching aids and creating learning media, b) road to school program which is held once a month, and c) best class competition.

Key words; Competence, Teachers, Learning

1. INTRODUCTION

Increasing teacher competency has become an obligation for an educator to create a generation of people who have the skills and abilities so that they are able to compete globally. Therefore, teachers are needed who have the skills and skills to carry out the learning process. Improving and developing the competency of elementary school teachers is a process to improve the abilities, skills and expertise of elementary school teachers in helping them carry out their work as educators to welcome the era of society 5.0 [1]. In order to welcome the independent learning program, efforts are being made to improve the quality of education by developing the competencies that a teacher must have, namely pedagogical competence, personality competence, social competence and professional competence [2].

There are various problems in education, especially related to the quality of education, so an effort is needed to resolve these problems. The results of a survey regarding the secondary education system in the world in 2018 issued by PISA (Program for International Student Assessment) in 2019, Indonesia was in a low position, namely 74th out of 79 other countries, in other words, Indonesia was in the 1st position. -6 lowest compared to other countries [3]. Teacher quality problems can be seen from the lack of

mastery of teaching materials, learning methods, classroom management, and guidance tasks [4]. One form of effort to increase teacher competency is through the Teacher Activity Center. The Teacher Working Group is a forum for professional development of teaching staff in the form of professional coaching activities, in order to improve student learning outcomes, a forum for disseminating information, innovation and development of teaching staff, increasing self-confidence in completing academic, social, personality and pedagogical tasks and obligations [5]. Teacher activity centers have positive benefits and impacts, one of which is being able to hone the abilities, skills and competencies of teachers or teaching staff [6]. Efforts to increase the competency of elementary school teachers in welcoming the era of society 5.0 are to build good and broad employee relations, including through professional organizations [1].

The teacher activity center program is also implemented in Cluster 1 Tajuk Renggali, Silih Nara District, Central Aceh Regency. This activity was attended by several schools in cluster 1. This teacher activity center is a forum that can be used by teachers to improve their competence in carrying out the learning process. This teacher activity center program is carried out every time at Silh Nara 8 Public Elementary School as a core school. There are several schools included in

cluster 1 Tajuk Renggali, namely State Elementary School 1 Silih Nara, State Elementary School 3 Silih Nara, State Elementary School 4 Silih Nara, State Elementary School 6 Silih Nara, State Elementary School 7 Silih Nara, State Elementary School 15 Silih Nara, 16 Silih Nara State Elementary School and 17 Silih Nara State Elementary School.

2. METHODS

This research is qualitative research [7]. Qualitative research produces descriptive data in the form of written or spoken words from people or observable behavior. Data collection techniques were carried out through observation, interviews and documentation. The informants in this research were the head of the teacher activity center, and teachers involved in the teacher activity center in cluster 1 Tajuk Renggali. Data analysis was carried out through data reduction, data display and drawing conclusions.

3. RESULTS AND DISCUSSION

Based on the results of research at the Cluster 1 Tajuk Renggali Teacher Activity Center, Silih Nara District, information was obtained that in order to increase teacher competence in teaching, this was done through programs that had been created, such as making learning tools, designing methods, teaching aids and making learning media. This is of course directly related to the professional competence of teachers as educators. The scope of teacher professional competence is (1) being able to apply a good educational foundation, (2) understanding and being able to apply learning theories according to the level of student development, (3) being able to handle and developing the field of study for which they are responsible, (4) understanding in applying methods learning, (5) can use various tools, media and relevant learning resources, (6) can organize and implement learning programs, (7) can carry out evaluations of student learning outcomes, (8) can develop student personalities [8]. Essential indicators of teacher professional competence consist of; (1) understand the teaching material in the school curriculum, understand the structure, concepts and scientific methods that are coherent with the teaching material, understand the relationship of concepts between subjects, and apply scientific concepts in everyday life, (2) master the steps research and critical studies to increase insight and deepen knowledge/material in the field of study. So, with a program for creating learning tools, teachers can increase their insight and skills in preparing learning activities so that

they have an impact on good student learning outcomes [9].

A teacher's competency can be seen from his ability to create learning tools. This is very important for a teacher to do in preparing learning process activities so that learning is carried out as planned. Learning tools are components that must be prepared by teachers before carrying out learning. So it can be said that the teacher's ability to create learning tools is a form of teacher performance [10]. Teacher performance in planning learning is the teacher's involvement in designing learning activities in the classroom and school to achieve a goal which includes achieving goals, responsibility, accepting authority, being involved in decision making, improving the quality of work, and a work atmosphere that supports achieving goals. learning [11]. Increasing teacher competence in preparing learning tools can be done by teachers in various ways, such as through mentoring, training and academic supervision. The results of research [12] stated that training activities in preparing learning tools were successful in: (1) improving the quality of teachers in choosing learning models and developing them into learning tools; (2) increasing the teacher's ability to apply learning tools. Meanwhile, research results [13] show that continuous academic supervision has been scientifically proven to increase teacher competence in preparing syllabi and learning implementation plans.

Referring to 21st century learning tools based on independent learning, it adheres to the principles of efficiency, effectiveness and is student-oriented by considering the readiness, interests and learning needs of students in the classroom so that they can achieve learning goals and national education goals optimally [14]. Thus, teachers must be able to create or carry out innovations in the learning process so that they can build a pleasant learning atmosphere for students. Teachers are the key to the success of an independent learning and education system, so teachers must be able to adapt to the new education system to gain abilities and skills. So it can be concluded that the success of a lesson depends on the professionalism of a teacher [15].

Apart from being able to create good learning tools, teachers are also required to be able to determine appropriate learning methods. Learning methods are a medium for transformation in learning, so that the expected competencies in learning are achieved. Methods that vary according to the expected competencies will stimulate students' interest and motivation, with strong motivation, learning achievement will increase [16]. This effective learning method can facilitate the implementation of the teaching and learning

process and make it easier for students to absorb the material presented by the teacher [17]. So, with various methods used by teachers in learning, students can quickly absorb the material presented by the teacher so that it has an impact on student learning achievement. One form of learning method is the problem solving method, from the results of research conducted it is clear that this method can increase student learning activities, [18].

One of the things that is very important in supporting the teaching and learning process is related to the media used by the teacher. Teaching media is something that can be used to channel messages or lesson content, stimulate students' thoughts, feelings, attention and abilities, so that it can encourage the teaching and learning process [19]. The use of media in the learning process can have implications for three things, including the teacher, the students and the learning process [20]. One of the factors that contributes to influencing or determining whether student learning outcomes are high or low is the learning media used in learning. Thus, it can be said that learning media greatly contributes to achieving student learning outcomes because learning media functions in conveying learning material to students [21].

The road to school program is a program at the Teacher Activity Center which is carried out once a month. Activities are carried out in rotation at different schools to see and emulate the advantages that other schools have. The results of research conducted by [22] show that teacher competency and academic supervision have a positive effect on teacher performance. Meanwhile, research results [23] show that there is a significant increase in teacher work motivation in creating learning tools after academic supervision is carried out. From these several statements, it can be seen that academic supervision has a good impact on improving teacher performance.

Another program at the Tajuk Renggali Cluster 1 Teacher Activity Center is holding a best class competition. Schools with the best classes will receive rewards or awards. According to [24] competition provides benefits to a person, namely (1) as a form of testing knowledge that has been learned, (2) can help evaluate weaknesses and improve skills, (3) can help direct one's potential, (4) can improve cooperation and collaboration skills. , (5) can increase relationships, (6) can provide validation and appreciation for yourself, (7) can provide opportunities to obtain prizes or financial awards. So it can be said that having a competition can increase student creativity.

4. CONCLUSION

The Teacher Activity Center has an important role in increasing teacher competence as educators. The teacher activity center program in cluster 1 Tajuk Renggali, Silih Nara District is routinely carried out every month. There are several programs implemented at the teacher activity center, such as; create learning tools, design methods, teaching aids and create learning media. With this teacher activity center, teachers can increase their insight and skills in creating learning tools. Apart from that, the program created by the Tajuk Renggali Cluster 1 Teacher Activity Center is a road to school every month and a best class competition program every semester, where the best class will receive a reward from the principal of the school belonging to Tajuk Renggali Cluster 1.

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