

# PROFESSIONAL COMPETENCE OF TEACHERS IN IMPROVING LEARNING EFFECTIVENESS IN NATURAL AND SOCIAL SCIENCES SUBJECTS

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**ABSTRACT:** This study used a qualitative method. The research setting was conducted at Pegasing 15 Elementary School, Central Aceh Regency. The study's informants were natural science and social science subject teachers at Pegasing 15 Elementary School, Central Aceh Regency. The informant sampling technique used snowball sampling, a data collection technique through observation, interviews, and documentation. Data analysis techniques used include data reduction, data display, and conclusion. The study's results showed that 1) The professional competence of teachers in mastering learning materials has been implemented well. Mastery of the material is carried out by preparing a learning plan, preparing learning materials according to competency and student needs, and preparing learning materials from various sources; 2) The professional competence of teachers in using media has been implemented well through the use of different learning media, such as visual media, audio media, and audiovisual media. 3) The professional competence of teachers in using learning methods has been implemented well, where teachers have used various learning methods to create effective learning.

*Keywords; Competence, Teachers, Professional, Effectiveness, Learning*

## 1. INTRODUCTION

Teachers are professional educators whose primary role is to educate, teach, guide, direct, train, assess, and evaluate students in formal education. Teachers are the primary facilitators at the school level tasked with exploring, developing, and optimizing students' potential to become part of an ethical society [1]. Teachers are the leading agents in providing education to students; teachers are responsible for delivering learning materials and assisting in developing the skills and values students need [2]. Teachers are the spearhead of education and are responsible for the quality of the nation's next generation. It can be said that teachers are an essential key to the success of students' education. However, the role of teachers is not only as a medium for transferring knowledge to students, but teachers are also motivators for students to have exemplary learning achievements [3]. The education and teaching process requires qualified teachers, which means that in addition to mastering subjects and teaching methods, teachers must also understand the basics of education [4].

This aligns with the statement [5] that teachers are key persons in the classroom. Teachers who lead and direct the learning activities of their students. Teachers who have the most contact with students compared to other personnel. As a central figure, teachers are figures who greatly determine the effectiveness of the learning process. Therefore, all teachers must have professional teacher competencies consisting of first, pedagogical competency, which includes the teacher's understanding of students, design, and implementation of learning, evaluation of learning outcomes, and student development to explore various potentials they have; second, personality competency, namely personal characteristics that must be possessed by a teacher as a steady, stable, mature, wise, and authoritative person and can be a role model for students, third, professional competency, namely the teacher's ability to master material comprehensively and deeply, allowing teachers to guide students in learning the material being taught. Fourth, social competency is the teacher's ability to communicate and socialize

effectively in interactions with fellow educators, parents/guardians of students, students, and the surrounding environment [6].

However, based on the results of field observations, the density of material in the subjects that must be studied by students at Pegasing 15 Elementary School sometimes makes students less concentrated and do not do the tasks given by the teacher. Limited time in the learning process, the condition of students who are tired in participating in learning activities causes students to often be sleepy and not focused when following lessons, and the use of teacher learning methods and media that are less varied. Therefore, the role of teachers as facilitators in the learning process is needed so that it runs well. In this case, the teacher's role involves facilitating, guiding, and supporting students in learning. Teachers must create a conducive environment, motivate students, and develop students' skills in critical thinking, collaborating, and accessing information well. Brown also explained the importance of teachers utilizing technology as a practical learning tool. Teachers must use technology to enrich students' learning experiences and help improve learning effectiveness [7]. Based on the background above, studying the Professional Competence of Teachers in Improving Learning Effectiveness in Natural and Social Sciences Subjects at Pegasing 15 Elementary School, Central Aceh Regency, is necessary.

## 2. METHODS

This study used a qualitative method. The research setting was Pegasing 15 Elementary School, Central Aceh Regency. The key informants were natural science and social science subject teachers at Pegasing 15 Elementary School, Central Aceh Regency. The informant sampling technique used the snowball sampling technique. Data was collected through observation, interviews, and documentation. Data analysis techniques used include data reduction, data display, and conclusion.

## 3. RESULTS AND DISCUSSION

Professional competence of teachers in improving the effectiveness of learning in natural and social science subjects at Pegasing 15 State Elementary School, Central Aceh Regency, which includes;

### *Professional competence of teachers in mastering learning materials*

Professional competence for a teacher is the ability to master learning materials broadly and

deeply, which allows guiding students to meet standards [8], [9], [10]. The teacher's task as an educator is to carry out his duties and functions as a teacher with maximum or professional ability. Professional competence is the ability to master learning materials broadly and deeply, which allows guiding students to meet the competency standards set in national education standards. For that reason, an educator must possess professional competence so that his duties and responsibilities can run perfectly [11].

About professional competence. Starting from using learning models and various methods in delivering learning materials. A teacher conveys the concept of the lesson to students professionally so that students better understand the lessons the teacher will teach. A teacher can be considered talented in his profession when the teacher has a way to overcome obstacles that exist when learning activities occur. In addition, teachers can provide students with the ease of understanding the material being taught [11]. Based on research conducted at Pegasing 15 Elementary School, Central Aceh Regency, teachers have competence in mastering learning materials. Learning materials are mastered by making learning plans consisting of learning objectives, materials, methods, and learning media. After compiling the learning plan, the learning material is delivered to students to implement learning activities. This is expressed by [12], who stated that improving teacher competence is a systematic way to identify, develop, and evaluate learning materials and strategies. Teachers are facilitators in teaching and learning activities that help students learn everything. With learning planning, teachers can more easily set learning objectives and how to achieve them.

Learning is an interaction that occurs in a particular environment between teachers, students, and learning resources. There are three phases in the learning process, namely the planning, implementation, and evaluation stages. Learning planning aims to make the learning process effective and efficient. In addition, the national education system emphasizes the need to develop students with a high spiritual attitude, can control themselves, are disciplined, have good morals, and can utilize education in society, nation, and state, so the learning process must be carried out correctly. During the learning process, teacher professionalism will greatly influence learning success. In mastering the material in the learning process, learning resources are needed. Learning resources are all sources such as messages, people, materials, tools, techniques, and settings used by students as sources for learning activities and can improve the quality of their learning [13]. At Pegasing 15 Public Elementary School, teachers

use various learning resources to support the success of the learning process. The learning resources used include printed learning resources (books, journals, magazines), visual learning resources (pictures, maps, graphs), audio-visual learning resources (videos, films), and computer-based learning resources.

About the function of learning resources, [14] said that existing learning resources should be used and utilized optimally in learning. The following are the functions of learning resources to: (1) Increase learning productivity, through: (a) accelerate the pace of learning and help teachers to use time better, (b) reduce the burden on teachers/lecturers in presenting information, so that they can foster and develop more enthusiasm for learning in students/college students; (2) Provide the possibility of more individual learning, through: (a) reduce the control of rigid and traditional teachers/lecturers, (b) provide opportunities for students/college students to learn according to their abilities; (3) Provide a more scientific basis for teaching, through: (a) more systematic learning program planning, (b) development of research-based learning materials; (4) Strengthen learning, through: (a) increase human ability in using various communication media, (b) presentation of data and information in a more concrete manner; (5) Enable instant learning, through (a) reducing the gap between verbal and abstract lessons and concrete reality. (b) providing direct knowledge; and (6) enabling the presentation of broader learning, especially with the existence of mass media, through (a) wider shared use of rare events, and (b) presentation of information that can penetrate geographical boundaries.

Learning resources can provide several benefits to students, such as (1) Allowing them to discover hidden talents in a person that have not been seen before, (2) Allowing learning to take place continuously and learning to be easily absorbed and more readily applied, and (3) A person can learn according to the speed and time available. The criteria for selecting learning resources are: (1) Suitability with learning objectives, (2) Availability of local sources, meaning that if the learning resources in question are not available in existing sources, they should be purchased or designed or made by yourself, (3) Are there sufficient funds, workforce, and facilities to provide the learning resources, (4) Factors concerning the flexibility, practicality, and durability of the learning resources in question for a relatively long period, and (5) Cost-effectiveness over a relatively long period [15]. According to [16], the factors that influence the selection of learning resources as stated are: (1) The learning method used, (2) The learning objectives to be

achieved, (3) The characteristics of the learner, (4) The practical aspect in terms of cost and time, and (5) Factors related to its use.

In addition, this study also revealed the obstacles encountered by teachers at Pegasing 15th State Elementary School in mastering learning resources, including rarely bringing learning media tools, lack of book references, lack of interest in learning, lack of preparation of learning devices, lack of training for teachers; some materials are difficult for students to understand, limited learning media, we have limitations in understanding the heterogeneous learning styles of students so that in delivering materials some are quick to understand. Some are slow to comprehend, incompatibility of learning methods, inability to motivate students, lack of understanding of how to translate learning achievements into learning objectives, and the use of still awkward technology.

#### *Professional competence of teachers in the use of learning media*

Learning media plays a vital role in helping the teaching and learning process, so an educator must utilize learning media to help convey material so that the teaching and learning process is more straightforward. Learning media is very diverse, so an educator must be good at choosing the right learning media to be applied in the classroom to achieve a learning objective as expected. The existence of learning media amid the development of the era makes the teaching and learning process easier to implement. It plays a vital role for students following the teaching and learning process. Learning media greatly assists students and teachers in the teaching and learning process so that students do not get bored easily in following the teaching and learning process, students find it easier to understand the material, and the teaching and learning process becomes more effective and efficient. Learning objectives are easily achieved, as expected. Thus, the role of learning media is very much needed by educators and students so that a teaching and learning process can be carried out more easily to understand the material and foster students' interest in learning [17].

The right learning media greatly helps students in the teaching and learning process. The existence of learning media can help teachers provide explanations of the learning material to be delivered. In addition, learning media also functions to support communication for both communicators and recipients. There are several criteria in selecting learning media that must be considered by teachers, including seeing the purpose of use, target media users (for whom), considering the advantages and disadvantages of

the media to be used, considering the appropriate time, considering the available costs, and finally seeing the availability of learning media. Learning media have different characteristics. Therefore, in choosing learning media, teachers should not choose carelessly [18].

Based on the research results at Pegasing 15 Elementary School, the learning media used are: a) books and printed materials such as textbooks, reference books, journals, and worksheets; b) Audio-visual media: video and multimedia; and image media. The use of learning media in the learning process at Pegasing 15 Elementary School received a positive response from students, who felt happy due to their interest in the media presented. The media depicts various appearances in the form of pictures, writing, and colors that vary so that it creates students' enthusiasm for the media they are studying. Students are motivated in learning activities and improve student learning outcomes. Using learning media at the teaching orientation stage will significantly help the effectiveness of the learning process and the delivery of messages and lesson content at that time. In line with this, according to [19], with learning media, a student needs an intermediary commonly called learning media, where with the existence of learning media, teachers can divert students' attention so that they do not get bored and tired quickly in the teaching and learning process. According to [20], considering its position in the context of learning, media is an essential part; this component needs to get teachers' attention; teachers must realize the importance of media in facilitating the teaching and learning process that will help students learn. Therefore, the media selection must be correct to achieve the desired learning objectives easily. Thus, teachers need to do careful planning when designing learning in the classroom.

In addition, there are also problems teachers face in using learning media, generally related to its application in learning. There are still many teachers who are constrained by limited skills in using learning media, especially skills in operating media based on information technology; another problem related to the application of learning media based on information technology is the limited facilities and infrastructure. Implementing learning media based on information technology, facilities, and infrastructure are indeed among the most influential factors. Without adequate facilities and infrastructure, there will be many obstacles. In addition, these facilities and infrastructure are not only related to teachers but also to students. In other words, both teachers and students must have the relevant facilities. The same thing was found at Pegasing 15 Public Elementary School, where teachers had obstacles in

creating/using learning media, such as limited skills, lack of knowledge, lack of facilities and infrastructure, and unstable internet access because the school is far from the signal range.

Many educational practitioners recognize the use of media or aids as being very helpful in the learning process activities both inside and outside the classroom, especially in helping to improve student learning achievement. However, in its implementation, not many teachers utilize it; even the lecture method is still quite popular among teachers in their learning process. The limitations of learning media, on the one hand, and the weak ability of teachers to create such media, on the other hand, make the application of the lecture method increasingly widespread. Conditions like this are far from beneficial. The limited learning technology tools used in the classroom are thought to be one of the causes of the poor quality of education in general [21]. This is very much felt in the subjects of Natural and Social Sciences. Media use in the Natural and Social Sciences learning process is less than optimal. Thus, it is more felt when associated with the development of science in information and communication technology.

In the teaching and learning process, the presence of media has a significant meaning. In these activities, the unclear material delivered can be helped by presenting media as an intermediary. The complexity of the material to be delivered to students can be simplified with the help of media. Media can represent what teachers cannot say through certain words or sentences. Even the abstractness of the material can be concretized with the presence of media. Thus, students can more easily digest the material without the help of media. However, it should be remembered that the role of media will not be seen if its use is not in line with the content of the formulated teaching objectives. Therefore, teaching objectives must be used as a reference for using media. When ignored, the media is no longer a teaching aid but an obstacle to achieving goals effectively and efficiently. Finally, it can be understood that media is any tool that can be used as a channel for messages to achieve teaching goals. Media as an Aid Media as an aid in teaching and learning is a reality that cannot be denied. Because it is the teacher who wants it to help the teacher convey messages from the teaching materials given by the teacher to students, teachers must be aware that without the help of media, learning materials will be difficult for each student to digest and understand, especially complicated or complex learning materials.

Each subject matter certainly has varying levels of difficulty. On the one hand, there are subject matters that do not require aids, but on the other hand, there are subject matters that require aids in

teaching media, such as globes, graphs, pictures, etc. Subject matters with a high level of difficulty are certainly difficult for students to process, especially for students who do not like the subject matter being delivered. Students quickly feel bored and tired; of course, they cannot avoid it because the teacher's explanation is difficult to digest and understand. A wise teacher knows that student boredom and fatigue stem from the teacher's explanations being confusing; there is no focus on the problem. Of course, a way out must be found. Suppose the teacher cannot explain the material well. In that case, there is nothing wrong with presenting media as a teaching aid for the teacher to achieve the goals set before the teaching is carried out. As a tool, media has the function of facilitating the path to attaining teaching goals.

This is realized with the belief that the teaching and learning process, with the help of media, enhances students' learning activities over a reasonably long period. That means that students' learning activities with the help of media will produce a better learning process and results than without the help of media. Even so, using media as an aid cannot be arbitrary according to the teacher's wishes. However, we must pay attention to and consider the objectives. Related to the effectiveness of using media in the learning process [22] emphasized that the use of media in the learning process can arouse students' interest and motivation to learn, reduce or avoid verbalism, arouse regular, systematic reasoning, and foster understanding and develop values in students. In addition, the use of learning media is essential because it can shorten the time. This means that learning using media can simplify problems, especially in conveying new and foreign things to students. From several things described above, it can be concluded that teaching media is crucial in increasing elementary school students' interest in learning. Therefore, good learning media can provide opportunities to directly gain and enrich students' knowledge and improve their language skills and critical and positive thinking, help them get to know their environment and abilities, foster motivation, and increase students' attention to learning [23].

#### *Professional competence of teachers in using learning methods*

Learning is essential in educational activities. For that, teachers are not only required to create a comfortable and enjoyable learning atmosphere, but they must also understand and master the science of learning management inside and outside the classroom. Teachers must be able to choose and apply learning methods that are appropriate to the material and character of each student so that

the methods and approaches used are genuinely for the development of the students because students are subjects and not objects in teaching and learning activities.

Therefore, teachers must be able to use methods and approaches and appropriate facilities and infrastructure so that the teaching and learning process becomes interesting and enjoyable. Provide the most expansive possible space for students to be active and actively involved throughout the learning process, which includes the cognitive, affective, and psychomotor domains, so that students can grow and develop optimally and simultaneously without experiencing stunting. The method is a way used to implement plans that have been prepared in real activities so that the goals that have been prepared are achieved optimally [24].

The method is a systematic way of working to facilitate the implementation of an activity to achieve a specified goal. The learning method is a strategy created or controlled by teachers that is used to realize the learning and teaching goals that are designed and applied to students so that the final goal will be made in better learning and produce student output that is intelligent, active, skilled and has good morals [25]. Based on the research results conducted at Pegasing 15 Elementary School, the learning methods teachers use in the learning process include lecture methods, questions and answers, discussions, collaborative learning, independent lessons, and group work methods.

Of the many learning methods teachers apply, one learning method is often used, namely the discussion method. One of the advantages of this discussion learning is to train students to be able to discuss with their group mates and create an active learning atmosphere because of the discussion with their group mates; in addition, the question and answer method is implemented so that students can answer questions asked by teachers and group discussion friends. The impact of using learning methods at Pegasing 15 Public Elementary School includes helping students understand learning materials, facilitating the learning process, creating learning experiences, training student independence in learning, and increasing motivation and learning outcomes.

Learning motivation and learning achievement are two interrelated and crucial dimensions in shaping one's educational experience [26]. Learning motivation can be considered as an internal driver that drives individuals to actively engage in the learning process. Students with high motivation levels tend to show a strong desire to seek knowledge, overcome challenges, and achieve their academic goals [27]. In this context, it is essential to recognize that learning motivation

is not a one-time event but an ongoing process. Factors such as interest in the subject, clarity of personal goals, and social support can shape and maintain students' learning motivation. High overall motivation creates an environment that supports active and productive learning [28].

On the other hand, learning achievement reflects the achievement and mastery of subject matter as measured through various academic assessments. Motivated learners tend to show higher levels of achievement because motivation can increase persistence, resilience to difficulties, and focus on learning goals [29]. Good learning achievement can strengthen students' motivation, forming a positive cycle in which academic success becomes an additional source of motivation. It is essential to understand that learning motivation and achievement are dynamic and influenced by various factors. These factors involve complex interactions between individual characteristics, learning environments, and teaching methods [30].

Therefore, a holistic approach that considers psychological, social, and academic aspects is needed to support students in developing sustainable learning motivation and achieving optimal learning achievement. By understanding the close relationship between motivation and achievement, educators can design learning strategies that support students' academic growth and personal development.

In implementing the learning method, teachers at Pegasing 15 Elementary School have obstacles, including there still students who have not participated actively as a whole, in addition to time constraints in using various learning methods, limited references, and network access, the use of technology that is still awkward, and lack of student interest in learning. This is also supported by the results of research presented by [27], which states that teacher obstacles in using learning methods in terms of designing the implementation of learning, teachers do not understand and remember the learning steps according to the syntax in the learning model or method, teachers are less able to stimulate students to find their problems in the learning material, in-class supervision teachers are less able to direct students who are less intelligent to be actively involved by working together in groups, constrained in providing tools and materials, teachers are less able to master technology, class management and supervision that cannot run optimally and student inactivity in the learning process so that the process of implementing the learning model/method cannot run optimally.

Some of the efforts made by teachers at Pegasing 15 State Elementary School in overcoming problems encountered in the use of

learning methods are understanding various learning methods by watching YouTube and social media, determining learning methods that are appropriate to the learning material when preparing learning plans or teaching modules, introducing students to various learning methods, conducting discussions with colleagues, and participating in different training.

#### 4. CONCLUSION

Professional competence of teachers in mastering learning materials in the subjects of Natural and Social Sciences at State Elementary School 15 Pegasing, Central Aceh Regency, is carried out by preparing learning materials that will be delivered to students according to student needs, preparing learning materials from various sources, and teacher constraints in developing learning materials such as problems in compiling teaching modules, internet access and limitations in sourcebooks.

The professional competence of teachers in the use of learning media in the subjects of Natural and Social Sciences at State Elementary School 15 Pegasing, Central Aceh Regency, is carried out by using various learning media in delivering materials, such as images, audiovisuals, print media, and others, students' responses to the learning media used by teachers are very good, which can be seen from the enthusiasm and enthusiasm of students in participating in learning activities.

The professional competence of teachers in using learning methods in the subjects of Natural and Social Sciences at Elementary School 15 Pegasing, Central Aceh Regency, is already classified as good. Teachers have used various learning methods in learning activities to create effective learning. The existence of varied learning methods can increase student activity in the learning process so that it impacts improving student learning outcomes.

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