



## The Role of Teacher Competence in the Economic Learning Process at MA Muhammadiyah Kadudampit

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### Abstract

The problem of teacher competence is still often encountered, teachers are not ready to apply innovative teaching methods and tend to return to lecture-based learning patterns, teacher qualification and certification improvement programs have no direct impact on improving student achievement, teachers are trapped in bureaucratic thinking to implement the curriculum, encouragement and willingness to learn and develop are not prioritized by teachers. As a result, when learning takes place some students are daydreaming, students with high intellectual abilities tend to be passive, while students with low intellectual abilities tend to be active and even disruptive which causes them to learn less smoothly, the learning process will again focus on the teacher who must be a guide, and when the teacher explains the material they feel they are often seen busy themselves, ignorant and some even fall asleep. The purpose of this study was to determine the condition and role of teacher competence in the learning process of economic subjects at MA Muhammadiyah Kadudampit, Sukabumi, West Java. The research conducted was qualitative research with a case study design. Data validity was done by triangulating data sources and triangulating methods. Data analysis used by researchers is an interactive model including data collection, data reduction, data presentation, and concluding data results. Based on the results of observations of teacher competence at MA Muhammadiyah Kadudampit, Sukabumi, West Java has not fully met the four competencies that a teacher must have, including: pedagogical, personality, social, and professional competencies.

## Introduction

Education is the main key to the development of a country by producing citizens with progressive views without ignoring cultural aspects, universal heritage, and conservation of natural resources (Mahat et al., 2019). The world of education must also be supported by competent, reliable and quality human resources to realize quality or superior education at all levels of society. In Indonesia, the quality of teachers is still at a low level so that comprehensive improvement and development are needed to achieve quality Indonesian education (Wahyudi, 2016). In this case, the government must take steps, including implementing various programs to support the improvement of teacher quality. Teachers who are professional educators must have good abilities in educating, teaching, guiding, assessing, training, and evaluating students. Teacher competence can be carried out gradually as needed to continue to improve professionalism and quality (Rohmah, 2016). Judging from the results of the Indonesian Teacher Competency Test (UKG), the national average score is only 44.5, much lower than the standard 75. Therefore, improvements are still needed to achieve the objectives of education service standards (Hikmah, 2022). The importance of teacher competence is proven through the results of inferential analysis in high school which states that

teacher competence has a positive influence on learning outcomes, which is 80.2% (Syaidah et al., 2018). In addition, it is also known that the coefficient on teacher competence on student learning outcomes is 0.441, so it appears that there is a positive relationship between teacher competence and student learning outcomes (Nugroho, 2018).

The competencies that must be possessed by teachers include four components, including: 1) pedagogical competence, which requires teachers to be able to master and understand the personalities of students and be able to detect students' potential and learning difficulties; 2) professional competence, which requires teachers to have performance skills related to professionalism, the ability to develop responsibilities, carry out their roles well, achieve educational goals and achieve learning outcomes in the classroom; 3) personality competence, expecting teachers to be role models with positive attitudes; 4) social competence, expecting a teacher to be able to interact directly or indirectly with students, coworkers, parents of students and the surrounding environment (Mukhtar & MD, 2020). Looking at the current conditions in the field, there are still many problems related to teacher competence in carrying out their duties, including: 1) teachers are not ready to innovate teaching methods and tend to return to lecture-based learning, 2) teacher qualification improvement programs and certification programs do not have a direct impact on improving student achievement, 3) continuous professional development is not considered a strategic program that has added value in enriching teachers' knowledge and skills, 4) teachers are involved in practical political activities, policies in regional elections directly affect their academic performance and their relationships with friends and colleagues, 5) teachers are trapped in bureaucratic thinking to implement the curriculum, 6) encouragement and willingness to learn and develop are not prioritized by certified teachers (Nehe, 2020). Therefore, often when the learning process takes place there are some students who are daydreaming, while students who are smart or have high intellectual abilities often tend to be silent and passive, but in the class there are also students whose intellectual level is not like that, it can be said to be low, they tend to be active, disruptive, which causes them to learn less smoothly and not complete their responsibilities, especially doing homework, besides that because the knowledge of students is very little so that learning will again focus on the teacher who must be the guide and center, and when the teacher explains the material it is often felt that they feel uninterested or often look busy themselves, ignorant and some even fall asleep (Nurhamida, 2018).

Teaching and learning are complex tasks and it is very important for teachers to be able to distinguish the various components that go into the learning process (Maryati et al., 2019). In the learning process, teachers must first design the curriculum such as designing clear learning materials, designing classroom management, designing learning strategies, designing learning media and designing student learning evaluations (Fitriani et al., 2017). In addition, according to Ani Hastuti et al. (2022), teachers need to apply a lot of knowledge, develop, understand the social and cultural character of each student, and understand the language and expressions of students in the learning process. This emphasizes the importance of a teacher's ability or what needs to be mastered in an effort to improve the learning process. Competence in teaching is the adjustment of the four competencies known by the teacher in the subject he teaches with the most appropriate methods and technology to improve the ability of learners (Vergaray et al., 2023). Based on the description above and the importance of teacher competence in the learning process of students, the researcher was encouraged to conduct a study that aims to determine the condition and role of teacher competence in the learning process of economic subjects at MA Muhammadiyah Kadudampit.

## Methods

This research is a qualitative research with a case study design. This research was conducted at MA Muhammadiyah Kadudampit. The qualitative data collection techniques were observation and interview. In this study, researchers observed the economic learning process, including the interactive component between teachers and students, assessing the quality of teachers and their teaching styles. While at the interview stage, researchers asked questions to students who took part in economic learning at MA Muhammadiyah Kadudampit to get clear information about the learning process to be implemented by the teacher. The subjects of this research were economics teachers and students of class XII at MA Muhammadiyah Kadudampit.

The next stage to achieve data validity is used triangulation which includes triangulation of data sources and triangulation of methods. The next stage carried out by researchers after data collection is data analysis. According to Rijali (2018), data analysis is carried out with an effort to find and then organize systematically the records of observations and interviews to improve the researcher's understanding of the case under study and present it as findings for others. Data analysis using an inductive model starting from the first stage of data collection through observations and interviews of the learning process of economic subjects. The second stage of data reduction by summarizing the data or selecting the data obtained. The third stage of data presentation in the form of narrative text according to the conditions in the field. The fourth step is to conclude the research results by reviewing the data obtained.

## Results and Discussion

Based on the results of research found by researchers during the economic learning process, economics teachers at MA Muhammadiyah Kadudampit have not fully met the four competencies that a teacher must have. Whereas in this day and age, teachers in carrying out their duties as educators must have competency standards which include: pedagogical, personality, professional, and social competencies. In line with Munianti's research (2022) which says that as teachers we need to develop our core competencies or competency standards so that we are not out of date and can meet the needs of students. The number of low-quality schools shows that professional teachers are only a matter of conversation throughout the education system in Indonesia (Risdiyana & Indonesia, 2021). Teacher competence needs to be continuously improved to support education, especially in the learning process. One of the criteria for assessing the quality of education in a school is seen from teacher competence. According to research from Alan & Güven (2022) to obtain the expected competencies, teachers and prospective teachers need structured and definite reference materials. This can create good teacher competence in an effective and enjoyable learning process for students. Other factors that explain the very low quality of education in Indonesia include weak education management, disparities in school facilities and infrastructure in urban and rural areas, weak support from the government, outdated ways of thinking in society, low quality of education, educational resources and low learning assessment standards (Fadia & Fitri, 2021).

Pedagogical competence can be seen through economic learning activities at MA Muhammadiyah Kadudampit which have not developed the learning process and understand how students think. Learning activities carried out by teachers using the lecture method and students simply listen to the teacher when presenting the material. Many students do not listen to the material presented by the teacher. Hastuti (2018) emphasizes that teachers who understand the conditions of their classroom environment are better able to make the right professional decisions. Therefore, the teacher here must understand the character and master the classroom conditions to create an appropriate learning style, increase students' interest and

learning outcomes. This is in accordance with Ariyadi's research (2019) which states that teachers must be able to create a learning process called PAIKEM (Attractive, Active Creative, Effective Learning), to be able to stimulate students to learn actively and dynamically to meet their needs and achieve their educational goals. According to Sahara's research (2020), with this competency teachers can more easily understand the personality of each student and can achieve their educational goals as well as possible. In the learning process in the classroom, pedagogical competence is a provision for a teacher in entering the world of education that is closely related to students. According to Akbar (2021), this pedagogic competence requires teachers to understand various aspects of students related to learning, pedagogic competence includes: 1) Mastering the characteristics of the physical, moral, social, cultural, emotional and intellectual aspects of students, 2) Mastering learning theories and principles of education and learning, 3) Developing curriculum related to the topic or field of development taught, 4) Organizing educational learning, 5) Utilizing information and communication technology for learning purposes, 6) Creating learning and development conditions for the potential of students to realize their various potentials, 7) Communicate effectively, empathetically and politely with students, 8) Organize assessment and evaluation for the benefit of learning, 9) Carry out reflection activities to improve the quality of learning.

In terms of personality competence that a teacher must have, MA Muhammadiyah Kadudampit teachers still do not meet the criteria to be able to make teachers as mentors, role models and role models for students. The lack of teacher presence at school, especially when there is a teaching schedule, makes students also reluctant to go to school on the grounds that there will be no learning process without the presence of a teacher. The teacher himself is a figure who becomes the central point of students in the learning process, so the teacher is considered to have a good personality in terms of cognitive, affective and psychomotor aspects. In accordance with Harsono & Hastuti's research (2017) which states that personality values can be developed and integrated into the learning process because teachers must provide exemplary behavior to students. A good teacher personality will have a positive influence and become a role model for students. So that his advice, words and orders are obeyed, and his attitudes and behavior will be imitated. According to national education standards, teacher personality competencies include: 1) Having a strong and stable personality, indicators of which are actions in accordance with legal and social standards, as well as being proud to be a teacher and consistent in acting in accordance with standards; 2) Having a mature personality, characterized by showing independence by acting as an educator who has ethics; 3) Having a wise personality, shown by actions that are beneficial to students, schools and society, promoting openness in thinking and acting; 4) Having an authoritarian personality, which has a behavior that has a positive influence on students and has a behavior that is respected; and 5) High moral and being a role model, showing what is in accordance with religious norms (faith and piety, honesty, sincerity, helpfulness) and having behavior that students imitate (Famahato Lase, 2016).

Teachers must also have professional competence, with these competencies, economics teachers at MA Muhammadiyah Kadudampit meet the criteria for mastery of learning materials but cannot develop materials in accordance with new technological developments, especially as the utilization of learning media. In carrying out teaching activities, teachers only use the lecture method in the learning process and do not use technology that needs to be applied in accordance with current development trends. This makes it difficult for students to absorb the material presented by the teacher. In accordance with the research of T. Wahyudi & Endriani (2017) which states that the internal factors of learning difficulties in Economic Social Studies class IX SMAN 2 Katingan Hilir are influenced by the teacher's teaching style. Sojanah et al. (2021) have emphasized that teachers must have skills in using learning tools and media to

facilitate subject learning. This requires teachers to be able to master, use, and also apply technology that has developed in the learning process. According to research by Wahyuni et al. (2020) shows that the most important teacher competency is the ability to use and utilize ICT for learning. The challenges that teachers must face in improving professional competence in learning by knowing the stages in learning (Mumpuniarti et al., 2020). The importance of mastering teacher professional competence is a requirement that must be mastered by a teacher in the learning process. Teacher professional competencies are: (1) mastering the material, structure, concepts and scientific mindset that support the subjects he teaches, (2) mastering basic competency standards and subject skills, (3) developing learning materials that are taught effectively and creatively, (4) continuing to develop professionalism by taking reflection steps, and (5) utilizing information and communication technology for development (Bagou & Sukung, 2020). By mastering professional competencies, teachers will be able to improve their professionalism both in terms of the quality of student learning and the quality of education in schools.

Social competence, in this competence, economics teachers at MA Muhammadiyah Kadudampit have the ability to foster good relationships with students and colleagues, this is shown through the way teachers communicate with teachers at school and with students inside and outside the classroom. In the national standards of education, social competence is associated with understanding the dynamics of school life, teachers must not only work with students but also with school constituents, even to the guardians of students and the community around the school (Suwandi & Sidik, 2016). The success of a learner's learning process is largely determined by the teacher's social competence, because the teacher is a learning leader, facilitator and also the center of learning initiatives. In accordance with Abidin & Purnamasari's research (2023) that the interpretation of research data shows a significant influence, meaning that if the teacher's social competence increases, students' interest in learning will also increase. In addition, this is also in line with the research of Count et al. (2021) which states that there is an effect of teacher social competence on the interaction of the learning process. And based on Dicky's research (2020) which shows through the results of his guiding hypothesis test, it is known that students' opinions on teachers' social competence affect students' learning outcomes in economic subjects at SMAN 1 Kuningan. Therefore, teachers must develop their abilities. Teachers also need to have standards in mastering learning materials and strategies in order to encourage students to learn seriously.

## Conclusion

Based on the results and discussion of teacher competence in the learning process, it can be concluded that teacher competence plays an important role in the economic learning process at MA Muhammadiyah Kadudampit. With this research, teachers are expected to always learn to improve 4 teacher competencies, namely pedagogical competence can be achieved by recognizing the characteristics of students and mastering learning materials so that teachers can manage and develop learning better. Personality competence can be achieved if teachers can change good attitudes and behavior so that they can become positive mentors, role models, and role models. Professional competence can be achieved by mastering the competency index and core competencies in economics subjects and being able to develop subject matter creatively and innovatively, for example by using more diverse learning models and methods. Social competence can be achieved by improving the skills that have been owned, including establishing good relationships with students and teachers. With this method, it is hoped that teachers will have better teaching competence, so that in delivering material in class it can be accepted by students and maximize student learning outcomes.

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