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ANALYSIS OF TEACHER COMPETENCE AND LEARNING FACILITIES IN AN EFFORT TO IMPROVE TEACHER PERFORMANCE

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Abstract. *This study aims to describe teacher competencies (pedagogic, personality, social and professional), the constraints faced related to the competencies possessed, learning facilities and efforts to improve teacher performance at Public Primary School number 1 Wedung, Wedung District, Demak Regency. This research is a qualitative research. Respondents in this study were principals, teachers, asset managers and students of class II-VI Public Primary School number 1 Wedun, Wedung District, Demak Regency. Collecting data using observation, interviews, questionnaires and documentation. The data analysis in this study used descriptive qualitative with the stages of data reduction, data display, and conclusion drawing/verification. The results of the study obtained 1) the competence of the Public Primary School number 1 Wedung, teacher was good; 2) the obstacles faced are related to the competencies possessed, namely difficulties in understanding characteristics, lack of ability to understand various learning strategies, limitations of teaching aids, lack of ability to use ICT, lack of mastery of teaching methods, limited time in designing learning tools, large funding in developing the curriculum, there are still teachers who only use the lecture method without teaching aids, do not understand the preparation of CAR, the limited training activities that are followed, and communication with parents who are less productive; 3) The learning facilities at Public Primary School number 1 Wedung are well maintained and complete. 4) The performance of Public Primary School number 1 Wedung teachers in lesson planning, learning implementation and learning evaluation is good. However, efforts are needed to improve teacher performance through teacher performance coaching, teacher performance monitoring, providing motivation, fulfilling learning facilities, evaluating teacher performance.*

Keywords: *Teacher competence, learning facilities, teacher performance.*

Main provisions of the article. The performance of Public Primary School number 1 Wedung teachers in learning planning, implementation of learning and evaluation of learning is good. However, efforts are needed to improve teacher performance, because the good and

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bad performance of teachers affects student learning outcomes in schools. Efforts that can be made by principals to improve teacher performance are: fostering teacher performance, monitoring teacher performance, providing motivation, fulfilling learning facilities, evaluating teacher performance.

Introduction. Education has a very important role in the life of the nation and state. With education, it can be seen whether the nation is advanced or not, because the role of education is to produce good quality human resources in terms of spirituality, knowledge and skills [1].

To create human resources who are skilled and proficient in various fields, teachers have great duties and responsibilities in providing good educational services. Based on the Law of the Republic of Indonesia Number 14 of 2005 concerning Teachers and Lecturers, article 1 paragraph (1) states "Teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood education. Early formal education, primary education, and secondary education. Teachers have a role in shaping students to be intelligent individuals, and of good character [2]. In addition, the teacher is also responsible for the learning process, management and learning facilitator. The main task of the teacher is to determine the success of education. To find out the success of teachers in carrying out their duties can be measured through their performance.

Teacher performance is an activity carried out to carry out, complete tasks and responsibilities in accordance with the expectations and goals that have been set [3]. Optimal teacher performance is expected to be able to print human resources that are successful and efficient in accordance with the desired goals. However, the reality in the field is that there are still some teachers whose performance is not optimal. Based on the initial observations of researchers at Public Primary School number 1 Wedung, Wedung Sub-district, Demak Regency, it shows that in preparation for teaching teachers have not designed the Learning Implementation Plan properly, because they are still using last year's references or copy paste from existing ones. In the learning process, teachers still use conventional teaching methods, namely teaching without being followed by learning innovations, even though innovation in learning is very necessary in learning in the 21st century [4]. In evaluating learning, teachers are still constrained in mastering IT, especially assessment processing. In addition, the question bank presented still does not meet the HOTS question criteria.

Besides internal factors, there are external factors that affect teacher performance. External factors are factors that come from outside such as adequate learning facilities to support the learning process so that it can run well. Learning facilities are the most important element in learning. With adequate learning facilities, teachers and students can make good use of it, so that the quality of education in schools will increase. Learning facilities are all that is needed in the teaching and learning process, both movable and immovable so that the achievement of educational goals can run smoothly, regularly, effectively and efficiently [5]. According to Mulyasa [6] learning facilities are equipment and supplies that are directly used and support the educational process, especially in the teaching and learning process, such as buildings, classrooms, books, libraries, laboratories, tables, chairs, and other teaching tools and media.

Based on the reality on the ground, regarding the performance of elementary school teachers at Public Primary School number 1 Wedung, Wedung District, it shows that there are some teachers who are still low in competence, besides that inadequate learning facilities in schools will affect teacher performance in the learning process, so efforts are needed to improve teacher performance [7]. Based on the above problems, it encourages researchers to research "Analysis of Teacher Competence and Learning Facilities in an Effort to Improve Teacher Performance at Public Primary School number 1 Wedung, Wedung District".



Conceptual framework. Competence is called competency, which means ability or ability. The basic word competence is competent which means capable, capable, or skilled. According to Mulyasa [6] competence is the ability to manage student learning which includes understanding students, designing and learning, evaluating learning outcomes, and developing students to actualize their various potentials. Meanwhile, according to Pratiwi et al. [8] Competence is a set of abilities that must be possessed by teachers in line with educational needs in schools (curriculum), community demands, and the development of science and technology. According to Narsih [9] Competence is the ability of a teacher obtained from training and education in carrying out his work as an educator, teacher, director, supervisor, implementer and assessor of student evaluation. From these definitions, it can be concluded that competence is a skill possessed by a person from training or education to carry out tasks according to their potential.

According to Mulyasa [6] learning facilities are equipment and supplies that are directly used and support the educational process, especially in the teaching and learning process, such as buildings, classrooms, library books, laboratories, tables, chairs, and other teaching tools and media. Learning facilities are all that is needed in the learning process, both movable and immovable so that the achievement of educational goals can run smoothly, regularly, effectively and efficiently [10]. Based on some of the opinions above, it can be explained that learning facilities are tools in the teaching and learning process that can be used to create effective, creative and fun learning for students.

Performance in Indonesian comes from the root word "work". Performance is a translation of the word performance. According to Rizal [11] that performance is the result of work in quality and quantity achieved by a person in carrying out his duties in accordance with the responsibilities given to him. According to Usman [12], performance is the result of a process. This means that the work achieved by an employee in carrying out the tasks assigned to him. Teacher performance is the ability shown by the teacher related to the roles, duties, and responsibilities they carry based on their professional abilities [13].

According to Yeremenko, Yu, & Ploska [14], performance is work performance, work results or performance. Meanwhile, Wu et al. [15] suggests that performance related to the teaching profession is a real behavior shown by teachers when giving lessons to their students. Hervie & Winful [16] adds that performance is the result of work and work behavior that has been achieved in completing the tasks and responsibilities given within a certain period. Teacher performance can be shown from the ability of a teacher in mastering pedagogic competence, personality competence, professional competence, and social competence. So, it can be concluded that teacher performance is the work behavior of teachers in carrying out their duties as educators based on their competencies.

Research objectives. Research objectives to be achieved are describe the competence of teachers at Public Primary School number 1 Wedung, Wedung District, Demak Regency, describe the obstacles faced by Public Primary School number 1 Wedung, teachers related to their competencies, describe the learning facilities of Public Primary School number 1 Wedung, Wedung District, Demak Regency, describe the efforts made to improve the performance of Public Primary School number 1 Wedung teachers, Wedung District.

Methodology

Research design. This research uses study method with a qualitative descriptive research approach. Qualitative research descriptive, namely the data collected in the form of words, pictures, not numbers.

This approach is intended to determine the competence of teachers which includes pedagogic competence, personality, social, professional, then learning facilities includes buildings,



classrooms, learning media libraries, handbooks as well as the efforts made to improve the performance of teachers at Public Primary School number 1 Wedung, Wedung District. Data collection was carried out by means of observation, interviews, questionnaires, and documentation techniques.

Respondents of the study. Respondents in this study were principals, teacher, students of grades IV to VI, and asset manager. For teacher respondents are 4 State Civil Apparatus were taken. The students consisting of 25 grade 4 students, 7 grade 5 students and 15 grade 6 students Public Primary School number 1 Wedung, Wedung District, Demak Regency meanwhile, student respondents were taken randomly, each 5 from each class. Asset managers are officers appointed by the school to manage school facilities and infrastructure.

Findings and discussion. This chapter contains an explanation of the results of the study consisting of the competencies of Public Primary School number 1 Wedung teachers, the constraints faced related to their competencies, learning facilities at Public Primary School number 1 Wedung and efforts to improve teacher performance.

Teacher competencies. Based on the results of the above interviews related to pedagogic competence, it can be concluded as follows.

In understanding the characteristics of students, it can be seen from several aspects, including physical, moral, cultural, emotional, and intellectual aspects. Teachers need a lot of time to understand the character of students, this can be done by observing students both inside and outside the classroom, besides mingling or interacting with students intensively can increase a more optimal understanding (b) Related to aspects of approach, strategy and technique in the learning process, teachers have prepared interesting strategies, including students being invited to be active in the learning process so that learning becomes fun, but in teaching methods there are still teachers who only use the lecture method (c) In developing curriculum or learning tools, teachers have been facilitated by Dabin in KKG (Teacher Working Group) activities. In the KKG activity, the teacher formulates and prepares learning tools together with other fellow teachers, which then edits and develops the results according to the needs and location of each teaching teacher.

Based on the results of the interviews above related to personality competencies, it can be concluded as follows: a) The teacher has acted in accordance with religious, legal, social and cultural norms, this can be seen from the activities of the teacher, including obeying the rules at school, in acting in accordance with religious rules, because they are role models for students. Besides that, the treatment without discrimination has also been reflected in the attitude of the teachers, b) From the aspect of honesty and noble character, the teacher has shown a good example, for example in speaking in a polite, gentle language, apologizing if he makes a mistake because the teacher must have good ethics and morals, c) The work ethic of the teachers can be seen from their enthusiasm in teaching, they teach seriously, and are not ashamed to ask questions.

Based on the results of the above interviews related to professional competence, it can be concluded as follows: a) The teacher mastered the material well, in its delivery it was clear and easily understood by students, b) Most of the teachers have developed Continuing Professional Capability by participating in training activities and making CAR, c) All teachers have used the existing ICT, it's just not optimal because there are teachers who are still low in ICT mastery.

The teacher's social competence is good, it can be concluded that one of them is related to aspects of differences that exist in students, peers and parents of students is that differences

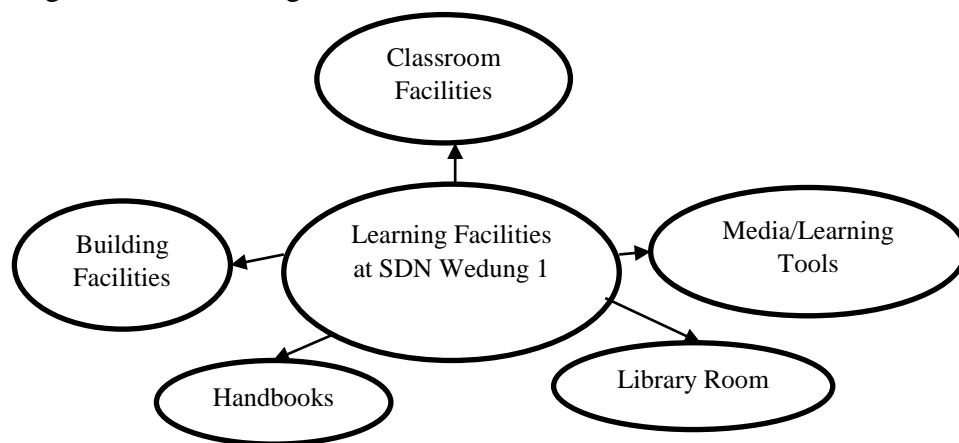


are normal, a teacher must be objective towards students, fellow teachers and parents of students [17].

The obstacles faced are related to the competence of the teacher. Although the teachers of Public Primary School number 1 Wedung already have good competencies, it is undeniable that there are still obstacles faced by teachers related to their competencies.

Based on the findings in the field, several obstacles faced by teachers were obtained as follows: 1) The difficulty of the teacher in understanding the characteristics of students from the cultural and cultural aspects, 2) The teacher's lack of ability to understand various learning strategies, 3) The limitations of teaching aids in the learning process, 4) Lack of teacher's ability to use ICT, 5) The teacher has not mastered the teaching method, 6) Limited time in designing learning tools, 7) Large funding in developing the curriculum, 8) There are still teachers who only use the lecture method without teaching aids, 9) Teachers do not understand in the preparation of CAR, 10) Limited training activities that teachers can participate in, 11) Communication between teachers and parents is less productive.

Learning facilities. Based on the findings in the field obtained from the results of questionnaires distributed to students and interviews with asset managers at Public Primary School number 1 Wedung related to learning facilities.



Picture 1 - Learning Facilities at Public Primary School number 1 Wedung

The following data were obtained:

The first building facilities. From the findings, data obtained from 85% of students stated that the school building was in a solid, clean and well-maintained condition. Furthermore, 74% of students stated that the school building was far from the crowd so that it was protected from noise. And 64% of students stated that the school building had complete facilities to support the learning process. This is as conveyed by the asset officer of Public Primary School number 1 Wedung who stated that the condition, location and facilities of the school building were in good condition, clean and well-maintained, only slightly disturbed if there were passing vehicles and noise if there was a recitation in the mosque. For facilities that do not yet exist is a parking lot.

The second classroom facilities. From the findings, it was found that 96% of students stated that the classrooms had good ventilation and lighting. Then 100% of students stated that the classrooms were not equipped with LCDs to support the learning process. And 53% stated that the classrooms have complete facilities. Meanwhile, based on interviews with asset



officers, it was stated that all classrooms have good ventilation and lighting, because they have been equipped with fluorescent lights. There is no LCD in the classroom yet. Only 1 LCD owned by the school is used interchangeably. While the completeness of the facilities is still lacking, namely the availability of cupboards in grades 4, 5 and 6.

The third library room. From the findings, it was found that 100% of students stated that the library room was clean and comfortable. Furthermore, 79% of students stated that the books in the library were neatly arranged and easy to find. And 0% of students stated that the library is equipped with a TV as a learning medium. From the results of interviews with asset officers, information was obtained that the library room was in a clean and tidy condition, the books were also neatly arranged. It's just like the results of the student questionnaire that the library room is not equipped with a television.

The Fourth Media/Learning Tools. From the findings obtained data 30% of students stated the availability of complete learning media tools to support the learning process. As many as 85% of students stated that learning media tools had good conditions and were suitable for use. And 86% of students admitted that learning media tools were used and cared for properly. Meanwhile, according to the asset officer, he stated that the media/learning aids actually existed, but they were incomplete, some were even damaged and could no longer be used. But some are still good, for example sports equipment, ICT equipment (LCD).

The five Handbooks. From the findings obtained data 79% of students stated the availability of a complete handbook for all subjects. Then as many as 85% of students stated that students have handbooks that are used in learning with a ratio of 1:1, and a number of 83% of students stated that the handbook was in a well-maintained condition and was suitable for use. According to the asset officer, that the availability of handbooks is sufficient for each child to hold 1 book or at a ratio of 1:1, the condition is also still in good condition.

Efforts to improve teacher performance. Based on the findings in the field obtained from interviews with the principal, it is known that the efforts made to improve the performance of Public Primary School number 1 Wedung teachers are as follows.

Teacher Performance Development. In developing the performance of Public Primary School number 1 Wedung teachers, it is done by involving teachers in seminars or training activities held by the government, or by implementing IHT in schools. By participating in this activity the teacher will gain knowledge that has an impact on increasing performance. This is in line with the results of Busono's research (2016) which reports that improving employee performance results can be done through education and training. The 'On the Job' method is the most widely used method in training and development. The benefits that can be obtained by fostering teacher performance are provide knowledge and knowledge to improve teacher performance, provide guidance for teachers, Increase teacher awareness about the importance of teacher performance for the success of the quality of education.

Supervision of Teacher Performance. Supervision of teacher performance is carried out by the principal by conducting class visits. By doing this activity, the principal can see how the performance of Public Primary School number 1 Wedung teachers in carrying out their duties and obligations. By observing, principals can understand the shortcomings and strengths of teachers in teaching, so that they can be used in further policy making. Supervision of Teacher Performance can be also encouraged by laboratory activities and digital means [18-21].

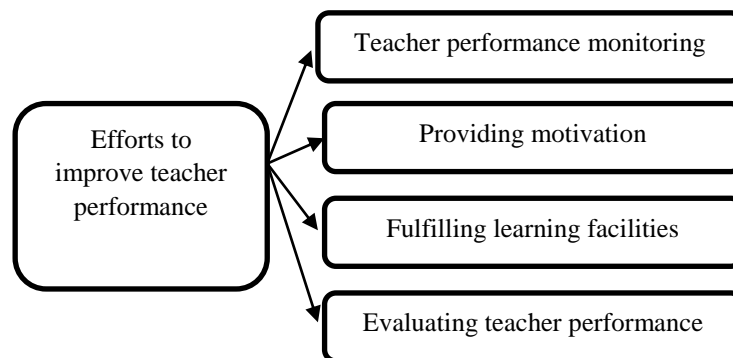
Giving Motivation. The provision of motivation by the principal to the teachers of Public Primary School number 1 Wedung is one of the efforts made to improve teacher performance. With the provision of motivation can build a positive teacher spirit. This is done by giving



awards for outstanding teachers. This is in accordance with what was conveyed by Muspawi [22] which informed that among the things that principals can do to motivate teachers are first to provide rewards and punishment, invite teachers to work sincerely, improve work facilities, and maintain closeness with teachers.

Fulfillment of Learning Facilities. No less important thing in an effort to improve the performance of Public Primary School number 1 Wedung teachers is to fulfill learning facilities. The availability of adequate facilities in the learning process will determine success in teaching and learning. The role of the principal in providing learning facilities is a strength for teachers in carrying out their duties. This will motivate teachers to continuously improve their ability to provide learning services and work professionally.

Teacher Performance Evaluation. According to the principal of Public Primary School number 1 Wedung, evaluating teacher performance aims to improve teacher performance in the learning process. In addition, the benefits obtained by evaluating teacher performance are to improve teacher performance, knowing the success of teaching and learning activities.



Picture 2: Efforts to Improve Teacher Performance

Conclusions and Recommendations. Based on the results of the research that has been done, the following conclusions are obtained.

The competence of the teachers of Public Primary School number 1 Wedung is good. Pedagogic competence possessed in the aspect of understanding student characteristics; implementation of teaching strategies, methods and techniques as well as curriculum development have been carried out and pursued well. The personality competencies of Public Primary School number 1 Wedung teachers are as expected, such as the ability of teachers to act in accordance with Indonesian religious, legal, social and cultural norms; present oneself as an honest person, with noble character and role model for students and society; demonstrate work ethic, high responsibility, pride and self-confidence. Professional competence in the aspect of material mastery and professional development has been achieved well, but in terms of the use of ICT it is still not optimal because there are teachers who have not mastered IT.

Obstacles faced by Public Primary School number 1 Wedung teachers related to their competencies include: difficulty in understanding student characteristics from cultural and cultural aspects, lack of ability to understand various learning strategies, limitations of teaching aids in the learning process, lack of ability to use ICT, lack of mastery of teaching methods, limited time in designing learning tools, large funding in developing the curriculum, there are still teachers who only use the lecture method without teaching aids, lack of under-



standing of CAR preparation, limited training activities followed, and communication with parents who less productive.

Learning facilities at Public Primary School number 1 Wedung, based on student questionnaires and interviews with asset managers are as follows. From the aspect of the building, most of the students stated that the school building was in a solid, clean and well-maintained condition; away from crowds and noise; has complete facilities, but does not yet have a parking space. Viewed from the aspect of the classroom, most of the students stated that the classroom has good light ventilation, but there is no complete LCD facility in the classroom. For the aspect of the library room, all students stated that the library room was clean and comfortable, most of the students stated that the library books were neatly arranged and easy to find, but were not equipped with TV facilities. The next aspect is the learning media/tools, some students stated that the learning tools/media were complete, in good condition and suitable for use.

The performance of Public Primary School number 1 Wedung teachers in learning planning, implementation of learning and evaluation of learning is good. However, efforts are needed to improve teacher performance, because the good and bad performance of teachers affects student learning outcomes in schools. Efforts that can be made by principals to improve teacher performance are: fostering teacher performance, monitoring teacher performance, providing motivation, fulfilling learning facilities, evaluating teacher performance.

Suggestions that researchers give are as follows: 1) Teachers are expected to always improve their competence, both pedagogic competence, personality competence, professional competence, and social competence, so that the goal of becoming a professional and competent teacher can be achieved, 2) Schools need to budget for the availability of learning facilities that can be taken from Operational School Fund (BOS) funds so that the quality of learning will increase, 3) It is hoped that there will be cooperation between teachers and principals in an effort to improve teacher performance. With optimal performance, the expected goals will be realized soon.

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МУҒАЛІМДЕРДІҢ ҚҰЗЫРЕТТІЛІГІ МЕН ОҚУ ҚҰРАЛДАРЫН ТАЛДАУ

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Түйін. Бұл зерттеу мұғалімнің құзыреттілігін (педагогикалық, тұлғалық, әлеуметтік және кәсіби), иелік ететін құзыреттерге байланысты кездесетін шектеулерді, оқу мүмкіндіктерін және мұғалімнің жұмысын жақсартуға бағытталған зерттеулерді сипаттауға бағытталған. Бұл зерттеу сапалы зерттеу болып табылады. Бақылау, сұхбат, сауалнама және құжаттаманы қолдану арқылы мәліметтер жиналды. Бұл зерттеулер талдау деректерін қысқарту, деректерді көрсету және қорытынды жасау/тексеру кезеңдері бар сипаттамалық сапаны пайдаланды. Дегенмен, мұғалімнің жұмысын коучинг, мұғалімнің жұмысын бақылау, мотивацияны қамтамасыз ету, оқу мүмкіндіктерін орындау, мұғалімнің жұмысын бағалау арқылы мұғалімнің жұмысын жақсарту үшін күш салу қажет екендігі байқалады.

Түйін сөздер: Мұғалім құзыреттілігі, оқу құралдары, мұғалімнің өнімділігі.

АНАЛИЗ КОМПЕТЕНТНОСТИ УЧИТЕЛЕЙ И СРЕДСТВ ОБУЧЕНИЯ В РАМКАХ УСИЛИЙ ПО ПОВЫШЕНИЮ УСПЕВАЕМОСТИ УЧИТЕЛЕЙ

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Резюме. Это исследование направлено на описание компетенций учителя (педагогических, личных, социальных и профессиональных), ограничений, связанных с компетенциями, которыми он или она обладает, возможностей обучения и исследований, направленных на повышение эффективности работы учителя. Это исследование является качественным исследованием. Данные были собраны посредством наблюдения, интервью, анкетирования и документирования. В этих исследованиях использовалось описательное качество с этапами обработки данных анализа, представления данных



и заключения/проверки. Тем не менее, необходимо повышать эффективность работы учителей с помощью коучинга, мониторинга работы учителей, мотивации, возможностей обучения и оценки работы учителей.

Ключевые слова: компетентность учителя, средства обучения, производительность учителя.

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