

Needs Analysis the Importance of Improving Teacher's Competence in Facilitating Student-Centered Learning

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Abstract: This study aims to analyze the need for improved teacher competency at the Al Fida Foundation in Bengkulu City to facilitate student-centered learning. With a qualitative approach, data were collected through interviews and questionnaires involving teachers with at least three years of teaching experience. The findings indicate that training in the use of information technology, especially the Learning Management System (LMS), is greatly needed. Although teachers understand learning planning, they have difficulty integrating learning resources and instructional strategies that encourage student interest. Time constraints and suboptimal structural support are the main challenges. This study provides a new perspective on the analysis of teacher competency needs in private schools in the context of student-centered learning. The results of this study identify training needs and offer competency improvement strategies that can be implemented by educational foundations.

Keywords: Information Technology, Student Centered Learning, Teacher's Competency

A. Introduction

Student-centered learning has become one of the pedagogical approaches considered most effective in increasing student engagement, deep understanding, and critical and collaborative thinking skills (García & Valle, 2020). In this context, the role of teachers is very important as facilitators who are able to create a learning environment that supports student independence, creativity, and active participation. Previous studies have shown that the pedagogical competence of teachers is a key factor in determining the effectiveness of implementing student-centered learning (Muganga & Ssenkusu, 2019). Competent teachers must not only understand the curriculum and teaching materials, but also be able to design and manage interactive, differentiated, and relevant learning processes to the individual needs of students (Kochmar et al., 2022).

Despite widespread promotion of the student-centered learning approach, its implementation remains significantly lacking, particularly in private educational institutions like Yayasan Al Fida Kota Bengkulu. Many teachers still have difficulty adopting learning methods that allow students to actively and independently participate in the learning process, often due to limitations in their pedagogical competence. Most teachers are accustomed to traditional teacher-centered teaching methods, where the teacher's role is more dominant and students tend to be passive recipients of information (Keiler, 2018). What is currently known is that teacher pedagogical competence has a direct impact on the effectiveness of student-centered learning. A study Lee et al. (2022) found that teachers who are well trained in student-centered learning practices are able to improve student learning outcomes by up to 20%. In addition, research by Roca-Campos et al. (2021) confirmed that well-designed professional development programs not only improve teachers' pedagogical skills but also contribute to students' academic achievement. This suggests that investing in teacher training and competency development can have a direct impact on the quality of learning received by students.

However, there are several aspects that are still unclear, especially in the context of the Al Fida Foundation in Bengkulu City. First, there is no in-depth understanding of the specific needs of teachers at this foundation in improving their pedagogical competence to facilitate student-centered learning. Second, the unique challenges faced by teachers in private schools with limited resources in implementing innovative learning approaches have not been fully identified. Third, the most effective professional development strategies to improve teacher competence in the local context of the Al Fida Foundation still need to be explored further. The state of the art in research related to teacher competence and student-centered learning has developed significantly. A recent study by Pozo-Rico et al. (2023) suggests that effective teacher training programs should go beyond improving conventional technical teaching skills and focus more on developing dynamic and student-centered learning methods. Meanwhile, Di Benedetti et al. (2023) emphasize the importance of contextual and ongoing practice-based training to support the practical application of the pedagogical knowledge acquired by teachers.

However, most existing studies tend to focus on formal educational institutions such as public schools that have better resource support (Vickram, 2022). This creates a gap in the literature, especially in understanding the dynamics and challenges faced by teachers in private educational institutions such as the Al Fida Foundation in Bengkulu City. The novelty of this study lies in its specific focus on analyzing the competency improvement needs of teachers in private schools, especially the Al Fida Foundation, in the context of implementing student-centered learning. This study offers a new perspective by exploring the specific needs of teachers in the local context, which are often overlooked in previous literature. By identifying gaps in existing pedagogical competencies and providing in-depth insights into the

challenges of implementing innovative learning methods in resource-limited environments, this study fills an important gap in our understanding of teacher professional development in the private education sector.

The main contribution of this study is its ability to deeply identify the pedagogical training needs of teachers at Al Fida Foundation. By conducting a comprehensive analysis, this study will provide a clear picture of the competency aspects that need to be improved so that teachers can be more effective in implementing a student-centered learning approach. The results of this study are expected to be a guide for policymakers and foundation managers in designing training programs that are more in line with the specific needs of teachers. In addition, this study also offers competency improvement strategies that can be adopted by other educational foundations facing similar challenges. Thus, the contribution of this study is not only limited to Al Fida Foundation but can also be useful for other private educational institutions in Indonesia, especially those operating in a context of limited resources. The recommendations generated from this study are expected to be a reference in developing more effective and contextual teacher training programs, so that in the end it can improve the quality of education in these institutions.

Furthermore, this study contributes to the development of a more responsive learning model to the needs of students at Al Fida Foundation and other private educational institutions. By understanding the specific needs of teachers in facilitating student-centered learning, this study can help create a more dynamic and effective learning environment (Zhang et al., 2023). This in turn can increase student engagement, in-depth understanding, and the development of critical and collaborative thinking skills that are essential in facing the challenges of the 21st century (Tang et al., 2020). This study is also expected to enrich the discourse on the development of pedagogical competence in private schools operating in a context of limited resources. By offering concrete solutions to improve teachers' capacity in facilitating effective and student-centered learning, this study can be a catalyst for change in teaching practices at Al Fida Foundation and integrated Islamic schools that are similar institutions. This can encourage the creation of a culture of continuous professional development among teachers, which will ultimately have a positive impact on the overall quality of education (Salmerón Aroca et al., 2022).

Based on the background and analysis that has been presented, the research question proposed in this study is: "What are the specific needs of teachers at Yayasan Al Fida Kota Bengkulu in improving their pedagogical competence to facilitate student-centered learning, and how can these needs be met through effective and contextual professional development programs?" This question serves as the main foundation for the entire study, guiding data collection and analysis to produce relevant and applicable findings. By prioritizing the focus on teacher needs, this study aims to bridge the gap between educational theory and practice and develop applicable and

relevant solutions to improve teaching effectiveness at Yayasan Al Fida (Risan, 2020). Through a comprehensive and contextual approach, this study is expected to produce recommendations that are not only beneficial for Yayasan Al Fida but can also be adapted by other private educational institutions that face similar challenges in improving their teacher competence. Thus, the results of this study will not only enrich the literature on teacher competence development but also have a positive impact on students' learning experiences in a dynamic and student-centered educational environment. Ultimately, this research is expected to contribute to improving the overall quality of education, especially in the private education sector, which often faces resource constraints but has an important role in the national education system (Alam, 2022).

B. Methods

This study uses a qualitative approach with a case study design to analyze the need for improving teacher competency in facilitating student-centered learning at the Al Fida Foundation in Bengkulu City (Gaikwad, 2018). This method was chosen because of its ability to provide an in-depth understanding of phenomena in a specific context (Alshehri et al., 2021). The research steps begin with data collection through direct observation in the classroom. This observation aims to understand ongoing learning practices and how teachers implement a student-centered approach. Observations were carried out using a structured observation sheet developed based on five sub-indicators of pedagogical competency according to the Regulation of the Director General of Teachers and Education Personnel Number 2626/B/HK.04.01/2023. This observation method is in line with research Smit & Onwuegbuzie (2018) which shows the effectiveness of direct observation in collecting data on teaching practices.

Next, in-depth interviews were conducted with teachers at the Al Fida Foundation. These interviews used a semi-structured guide designed to explore teachers' experiences, challenges, and perceptions related to pedagogical competence in the context of student-centered learning. Interview questions were developed based on the theoretical framework used in this study and adapted to the local context of the Al Fida Foundation in Bengkulu City. The research respondents consisted of 15 teachers who teach at the Al Fida Foundation in Bengkulu City, with a minimum teaching experience criterion of three years. The selection of these respondents was based on research (Tao et al., 2023) that shows that teachers with a minimum of three years of experience tend to have a better understanding of the challenges and needs in the learning process.

The research location is the Al Fida Foundation in Bengkulu City, a private educational institution that serves students from elementary to secondary levels. The selection of this location is based on the consideration that the Al Fida Foundation

represents the context of private education in an area that often faces challenges in implementing innovative learning. The research instruments include structured observation sheets and semi-structured interview guides. The observation sheets were developed based on five sub-indicators of pedagogical competence, which include learning design, relevance to surrounding conditions, selection of learning resources, instructional strategies, and use of information and communication technology (ICT). The interview guide was designed to dig deeper into information about teachers' experiences and needs in implementing student-centered learning (Luguetti et al., 2019). Data analysis was carried out using thematic analysis methods, in accordance with the approach recommended by Bowman et al. (2023). The analysis process involved transcription of interview data, data coding, identification of main themes, and interpretation of findings. Data triangulation was carried out by comparing the results of observations, interviews, and document reviews to increase the validity of the findings.

This study also considered ethical aspects by obtaining written consent from all participants and maintaining the confidentiality of their identities. All research procedures were approved by the relevant ethics committees. Through this comprehensive research method, this study aims to generate an in-depth understanding of the specific needs of teachers at Al Fida Foundation in improving their pedagogical competencies to facilitate student-centered learning effectively. The results of this study are expected to provide significant contributions in the development of more targeted and contextual teacher training programs.

C. Results and Discussion

In-depth interviews were conducted with 10-20 respondents consisting of primary and secondary education teachers, selected through purposive sampling techniques based on the criteria of teaching experience, initiatives in improving competence, variety of subjects taught, and roles in schools (Coupe et al., 2022). Based on the interview results, several important findings were identified regarding the challenges faced by teachers and their specific needs in improving pedagogical competence. One of the main challenges expressed by most respondents was the lack of time to attend training or self-development programs. Teachers stated that their busy teaching schedules made it difficult for them to make time for competency development, including attending training or seminars. This was reinforced by the fact that many of them had to handle several subjects or had administrative responsibilities that added to their workload.

This phenomenon indicates the need for more flexible training scheduling, such as online or modular training that can be accessed at any time, so that teachers can continue to improve their competence amidst their busy teaching schedules (Teichgräber et al., 2023). The main need felt by teachers, both at the elementary and

secondary levels, is training in the use of information technology (IT) to support learning. Many respondents felt that technology could be an effective tool to support student-centered learning, especially in today's digital era. However, they also acknowledged that limited knowledge and skills in using IT were an obstacle.

These teachers expect to integrate digital platforms such as Learning Management Systems (LMS) to organize course materials, monitor student progress, and provide more personalized and timely feedback. Specific training needs include basic and advanced skills in using learning applications, designing interactive materials, and managing distance learning. In line with IT training needs, teachers also showed a high interest in developing self-learning facilities through digital platforms. Several respondents emphasized the importance of Learning Management System (LMS) platforms that can be accessed flexibly and help students learn independently. Such facilities allow teachers to focus more on their role as facilitators, providing more personalized guidance to students (Wohlfart & Wagner, 2023).

Such platforms not only benefit students but also give teachers more time to plan and develop more innovative learning strategies. This can indirectly address the problem of time constraints faced by teachers in attending training, as they can utilize the platform to learn independently and develop their competencies (Meier, 2021). Although most teachers feel morally supported by school leaders, they stated that the foundation's structural support and internal policies in terms of competency development are still less than optimal. One of the challenges faced is the lack of incentives or policies that encourage teachers to actively participate in professional development programs.

Other respondents suggested that developing more structured and sustainable internal policies could be a solution, such as allocating specific time for training, recognizing training achievements, or an internal mentoring system. Based on the interview results, it is clear that the biggest challenge for teachers at the Al Fida Foundation, Bengkulu City, in improving their pedagogical competence is the limited time to attend training due to their busy teaching schedules. However, the need for training in the use of information technology, especially the use of the Learning Management System (LMS) platform, is a top priority to help teachers facilitate student-centered learning more effectively (Vasanth & Sumathi, 2020). Structural support from the foundation's leadership is also considered important to encourage teachers to be more active in participating in competency development. This study shows the need for more flexible and adaptive internal policies, such as online or modular training, which can be accessed at any time, and the development of digital platforms that support both teachers and students to learn and develop independently.

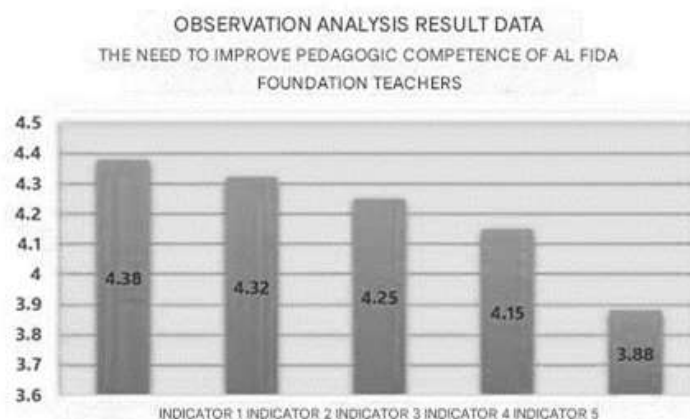


Diagram 1. Observation Data from the Needs Analysis on the Importance of Improving Teacher Competence in Facilitating Student-Centered Learning Effectively

The results of the study indicate an urgent need to improve pedagogical competence at the Al Fida Foundation in terms of planning, implementing, and evaluating student-centered learning. Observation data shows that the first indicator, namely structured and sequential learning design to achieve learning objectives, scored an average of 4.38. This shows that most teachers have a good understanding of the importance of structure in learning planning, but there is still room for improvement in more effective implementation. The second indicator, which is related to learning design that is relevant to conditions around the school and involves students, scored 4.32. This indicates that teachers are quite capable of linking learning materials to the local context but still need more training and support to increase student involvement in the learning process. Research by Nurhasanah & Sujana. A. (2023) states that the relevance of the local context is very important in encouraging student participation, which is in line with the results of the observations obtained.

Furthermore, the score for the selection and use of learning resources in accordance with learning objectives is 4.25. Although it shows that teachers have used various learning resources, there are still challenges in choosing the most appropriate materials for each learning objective. This is in line with the findings of Hakiki et al. (2023), which show that the diversity of learning resources contributes to a better student learning experience, thus requiring more attention in developing this competency. The observation results also show that the learning instruction indicator, which includes strategies and communication to foster students' interest and critical thinking, scored 4.15. This figure reflects that teachers at the Al Fida Foundation have made efforts to use interesting instructional strategies but still need to improve their communication skills to further encourage discussion and critical thinking among students. These results are consistent with research by Martin &

Bolliger (2018), which shows that effective communication in the classroom can increase student engagement.

The adaptive use of information and communication technology (ICT) in learning has the lowest score, which is 3.88. This score indicates that there are still significant difficulties for teachers in integrating ICT into their learning practices. Previous studies have shown that limited access and training in ICT in private schools often hinder the use of technology in learning (Sahelatua, 2018). Therefore, improving competence in the use of ICT should be a top priority for the Al Fida Foundation, because this ability is very important to support student-centered learning and increase student engagement in the learning process. Although this study shows an urgent need for practice-based pedagogical training, challenges in implementing a student-centered learning approach still need to be considered. Several previous studies have indicated that the implementation of this method takes longer in the context of private schools with limited resources. Therefore, a more flexible and adaptive strategy is needed to support teachers in overcoming these challenges, as well as increasing the effectiveness of student-centered learning at the Al Fida Foundation. By providing more focused training on the use of ICT, it is hoped that teachers can more easily integrate technology into learning and facilitate more engaging learning experiences for students.

The conclusion of this study confirms that improving teacher competency at the Al Fida Foundation in Bengkulu City is a crucial step to facilitate effective student-centered learning. The results of the analysis indicate an urgent need for teachers to receive continuous training in pedagogical development, learning design, and integration of information and communication technology (ICT). Therefore, strengthening training programs for teachers is a priority, so that they are able to implement innovative learning methods that support active student involvement. In addition, this study also underlines the importance of institutional support in creating a conducive learning environment. The implementation of a student-centered learning approach does not only depend on the individual competence of teachers but also requires collaboration between the foundation and teachers to overcome existing challenges. By providing access to adequate resources and relevant training, it is hoped that the Al Fida Foundation can improve the quality of learning and student learning outcomes, in line with the demands of 21st century education. Through these steps, it is hoped that teachers will be better prepared to carry out their role as effective facilitators in student-centered learning.

Based on an in-depth analysis of data collected through interviews and observations at the Al Fida Foundation in Bengkulu City, this study reveals key findings that answer the research question of the specific needs of teachers in improving their pedagogical competencies to facilitate effective student-centered learning. The results of interviews with 10-20 respondents selected through purposive sampling

techniques revealed that the main challenge faced by teachers is the limited time to attend competency development training. The tight teaching schedule and administrative responsibilities make it difficult for teachers to find time to develop themselves. This finding suggests the need for more flexible training scheduling, such as online or modular training that can be accessed at any time.

The main need identified was training in the use of information technology (IT) to support learning. Teachers recognized the potential of technology to facilitate student-centered learning but felt constrained by limited knowledge and skills in using IT. Teachers expressed their hope to integrate digital platforms such as a learning management system (LMS) to organize learning materials, monitor student progress, and provide more personalized and timely feedback. There was also high interest in developing self-study facilities through digital platforms. Such platforms not only benefit students but also give teachers more time to plan and develop more innovative learning strategies.

Although most teachers feel morally supported by the school leadership, they stated that the structural support and internal policies of the foundation in terms of competency development are still less than optimal. The results of observations on the pedagogical competence of teachers at the Al Fida Foundation show variations in various indicators. The data results show that the structured learning design indicator scored the highest (4.38), followed by relevant learning design (4.32). This indicates that teachers at Al Fida Foundation have a good understanding of the importance of structure and relevance in learning planning. However, there is still room for improvement in more effective implementation, especially in terms of student engagement in the learning process.

This finding is in line with the research of Nurhasanah & Sujana. A. (2023), which emphasizes the importance of local context relevance in encouraging student participation. The selection and use of learning resources scored 4.25, indicating that teachers have used a variety of learning resources but still face challenges in choosing the most appropriate materials for each learning objective. This is consistent with the findings of Hakiki et al. (2023), who emphasized the contribution of a variety of learning resources to a better student learning experience. The score for learning instructions (4.15) reflects teachers' efforts in using interesting instructional strategies, but they still need to improve communication skills to further encourage discussion and critical thinking among students. This finding is in line with the research of Manurung et al., (2022), which shows that effective communication in the classroom can increase student engagement. The adaptive use of information and communication technology (ICT) in learning obtained the lowest score (3.88), indicating significant difficulties for teachers in integrating ICT into their learning practices. This finding is consistent with Sahelatua (2018), which

shows that limited access and training in ICT in private schools often hinders the use of technology in learning.

Further discussion of these findings revealed that improving teacher competency at Yayasan Al Fida Kota Bengkulu is a crucial step to facilitate effective student-centered learning. The urgent need for training in the use of information technology, especially the use of the Learning Management System (LMS) platform, is a top priority. This will not only help teachers in facilitating more effective learning but can also overcome the problem of time constraints faced by teachers in attending training. However, the implementation of a student-centered learning approach does not only depend on individual teacher competency but also requires strong institutional support. This study underlines the importance of collaboration between the foundation and teachers to overcome existing challenges, including the development of internal policies that better support teacher competency improvement.

The findings of this study also strengthen the argument that teacher professional development should be designed to not only provide theoretical knowledge but also support practical application through contextual and sustainable practice-based training (Bergmark, 2023). Thus, the strategy for developing teacher competency at the Al Fida Foundation needs to consider aspects of flexibility and adaptability, especially considering the context of private schools that often face resource constraints. In conclusion, this study has succeeded in identifying the specific needs of teachers at the Al Fida Foundation in Bengkulu City in improving their pedagogical competencies to facilitate student-centered learning. Key findings include the need for information technology training, the development of digital learning platforms, and stronger structural support from the foundation. By understanding these needs, the Al Fida Foundation can design a more targeted and effective professional development program, which will ultimately improve the quality of learning and student learning outcomes, in line with the demands of 21st century education.

This study shows that improving teacher competency at the Al Fida Foundation in Bengkulu City is essential to facilitating effective student-centered learning. The main challenge faced is the limited time to attend training due to the tight teaching schedule and administrative responsibilities, which impacts the development of pedagogical competency. Technology-based training, especially the use of the Learning Management System (LMS) platform, is considered very important to improve interaction with students and support independent learning. In addition, structural support from the foundation, such as concrete policies and incentives, needs to be improved to encourage teacher participation in professional development training. By implementing flexible technology training, policies that support professional development, and the development of an LMS for independent

training, it is expected that the quality of learning and student engagement can be significantly improved.

D. Conclusions

This study shows that improving teacher competency at the Al Fida Foundation in Bengkulu City is essential to facilitating effective student-centered learning. The main challenge faced is the limited time to attend training due to the tight teaching schedule and administrative responsibilities, which impacts the development of pedagogical competency. Technology-based training, especially the use of the Learning Management System (LMS) platform, is considered very important to improve interaction with students and support independent learning. In addition, structural support from the foundation, such as concrete policies and incentives, needs to be improved to encourage teacher participation in professional development training. By implementing flexible technology training, policies that support professional development, and the development of an LMS for independent training, it is expected that the quality of learning and student engagement can be significantly improved.

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