

Case Study on Teachers' Competence at Public Elementary School 147 Palembang

Nabella Aulia Sari¹, Mani Ram Sharma², Neta Dian Lestari³

¹SD Negeri 147 Palembang, South Sumatra, Indonesia, ²Mahendra Ratna Campus (TU) Kathmandu, Nepal, ³Universitas PGRI Palembang, South Sumatra, Indonesia

Corresponding author e-mail: aularinabella@gmail.com

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Abstract: This study aims to analyze teacher competency at SD Negeri 147 Palembang through a qualitative case study. The teacher competency that is the focus of this study includes four main aspects: pedagogical, professional, personality, and social competency. Data were collected using two main techniques, namely in-depth interviews with the principal and questionnaires distributed to teachers. Interviews with the principal were used to obtain a general view of teacher performance and competency development strategies in schools, while questionnaires were designed to evaluate teachers' perceptions of their respective competencies. The results of the study indicate that teachers at SD Negeri 147 Palembang have good competency, especially in personality and social aspects, which are reflected in the high level of discipline and effective communication with students and colleagues. However, improvements are still needed in the use of technology in learning and the application of more innovative teaching methods and strengthening communication with parents of students. These findings indicate that ongoing training is needed to improve the quality of teaching and professional skills of teachers at SD Negeri 147 Palembang. This study is expected to be a reference for policy making in efforts to improve teacher competency in public elementary schools in Indonesia.

Keywords: Case Study, Elementary School, Teachers' Competence

A. Introduction

The quality of education in Indonesia is greatly influenced by teacher competence. This case study aims to evaluate teacher competence at SD Negeri 147 Palembang. By analyzing various aspects of competence, it is hoped that a clear picture can be obtained regarding the extent to which teachers at the school have met the established standards and their contribution to improving the quality of student learning (Yasin, 2011), (Nafi & Suharto, 2024). The quality of education in Indonesia is greatly influenced by teacher competence. This case study aims to evaluate the pedagogical, professional, and social competence of teachers.

Indonesian education influences quality in the form of teacher competence (Hikmah, 2022). This case study focuses on the evaluation of teacher competency at SD Negeri 147 Palembang in the context of implementing the Merdeka Curriculum. Although the government has attempted to improve teacher competency through various programs, there are still many challenges faced, especially in the regions (Iskandar, 2024). SD Negeri 147 Palembang, as one of the elementary schools in Palembang, has unique characteristics with a diverse number of students and limited resources. This study aims to identify the competencies possessed by teachers in the school, as well as the factors that influence their competencies in facing learning challenges in the digital era.

Emphasizing Teacher Contribution to the Quality of Education Teachers as the spearhead of education have a very crucial role in improving the quality of learning (Mustofa et al., 2024). This case study focuses on the evaluation of teacher competency at SD Negeri 147 Palembang with the aim of revealing the extent to which teacher competency contributes to the achievement of student learning objectives. Through an in-depth analysis of various aspects of teacher competency, it is expected to obtain a clear picture of the factors that influence the effectiveness of learning at the school.

Linking to the Education Policy, the Indonesian Government has made various efforts to improve the quality of education, one of which is by improving teacher competence (Nursarofah, 2022). This case study aims to measure the effectiveness of the policy by evaluating teacher competency at SD Negeri 147 Palembang. By comparing the evaluation results with the established competency standards, it is expected to determine the extent to which the policy has been running effectively and identify the obstacles faced.

Considering the Local Context of SD Negeri 147 Palembang, as one of the elementary schools in the city of Palembang, has unique characteristics. This case study aims to understand teacher competency in this local context. By analyzing teacher competency in relation to student characteristics, the curriculum applied, and available resources, it is expected that relevant recommendations can be obtained to improve the quality of education in this school (Anggal et al., 2020).

Focusing on teacher professional development is very important to improve the quality of learning (Karimulah & Ummah, 2022). This case study aims to evaluate the professional development efforts that have been carried out at SD Negeri 147 Palembang and its impact on teacher competence. By identifying unmet professional development needs, it is hoped that a more effective development program can be developed to improve teacher competence.

This case study aims to determine the factors that influence teacher competence in carrying out tasks, the challenges faced by teachers in developing competence, and

the efforts that schools have made to improve teacher competence.

B. Methods

This study aims to describe teacher competency at SD Negeri 147 Palembang. This study uses a qualitative case study method. Respondents in this study were the principal and teachers. The location of the study was at SD Negeri 147 Palembang. The instruments used included interviews and questionnaires. The steps in this study included collecting data from interviews with the principal and distributing questionnaires to teachers, then describing and presenting the data that had been collected in written form.

C. Results and Discussion

Based on data obtained from interviews with the principal and questionnaires distributed to 17 teachers at SD Negeri 147 Palembang, the following teacher profiles were obtained. Most teachers (60%) are in the productive age range, namely 30-40 years. This shows that the majority of teachers have sufficient teaching experience. The majority of teachers have a BA education background, with several teachers also having a MA. This indicates that in general, teachers at this school have adequate academic qualifications. There are around 35% (6 teachers) who have teacher certificates. This shows that there is still potential to increase the number of certified teachers at SD Negeri 147 Palembang.

Results of Interview with the Principal

Based on the results of in-depth interviews with the principal, several important things were revealed related to efforts to improve teacher competence at SD Negeri 147 Palembang. The school has shown a good commitment to developing teacher professionalism through organizing various training and development programs. However, several obstacles are still encountered in its implementation.

One of the main obstacles is the limited budget allocated for teacher development activities. This results in limited frequency and variety of training offered. In addition, teachers' limited time, either due to a heavy teaching load or administrative demands, is also an obstacle in participating in training optimally.

However, the principal assessed that in general the pedagogical competence of teachers in the school was quite good. Teachers have been able to design and implement learning effectively. However, he also highlighted the need for improvement in the use of technology in learning. In today's digital era, teachers' ability to integrate technology into the learning process is very important to increase effectiveness and attract student interest.

In addition, the principal also observed differences in the level of teacher participation in participating in professional development activities. Some teachers were very enthusiastic and active in participating in various trainings, but there were also some teachers who were less active. This shows that further efforts are still needed to motivate all teachers to continue developing themselves.

Questionnaire Analysis Results

Analysis of the questionnaires filled out by the teachers provides a more detailed picture of their competencies. In general, teachers at SD Negeri 147 Palembang show a fairly good mastery of the competencies needed to carry out their duties.

In terms of pedagogy, the majority of teachers feel confident in designing learning activities and managing classes effectively. This indicates that they have a good understanding of learning principles. However, there are still some teachers who feel uncomfortable in applying various learning methods. This may be due to a lack of training or experience in using these methods.

For professional competence, teachers demonstrate quite good mastery of the subject matter they teach. However, in terms of curriculum development and learning evaluation, there is still room for improvement. Some teachers may need to improve their ability to develop innovative learning tools and conduct more authentic assessments.

Regarding social competence, the majority of teachers have succeeded in building positive relationships with students and colleagues. This shows that they have good communication and interaction skills. However, there are still some teachers who feel the need to improve their communication skills with students' parents. This is important to build good cooperation in order to support the student learning process.

Implications

The results of this questionnaire analysis provide several important implications. First, efforts need to be made to increase teacher confidence in implementing various learning methods. This can be done through more intensive training and mentoring from more experienced colleagues. Second, teachers need to be given the opportunity to develop competencies in the field of curriculum development and learning evaluation. Finally, a training program needs to be held that focuses on improving teachers' communication skills with parents. Thus, the results of this questionnaire analysis can be the basis for designing a more focused and effective teacher professional development program.

The results of this study indicate that in general, teacher competence at SD Negeri

147 Palembang is at a fairly good level. The majority of teachers have adequate educational backgrounds and have teaching experience. However, there are still several aspects that need to be improved, such as the use of technology in learning, curriculum development, and learning evaluation.

This finding is in line with several previous studies (Hendriks, 2024) which show that although many teachers have good academic qualifications, there are still challenges in implementing effective learning. This can be caused by various factors, such as lack of support from the school, high workload, or lack of motivation to continue developing themselves (Robi'ah & Prihantini, 2024).

There are several factors that may influence teacher competence in this school, including limited facilities and infrastructure, the lack of adequate facilities can hinder teachers in implementing innovative learning methods (Murtado et al., 2023) (Akhyar, 2024). Lack of professional development opportunities, Frequency and quality of training attended by teachers need to be improved. High workload, excessive administrative burden can reduce the time teachers can use to develop their competence.

Based on the results of this study, several recommendations that can be put forward are: Improving the quality of teacher training: Schools need to provide training that is more relevant to teacher needs, such as training in the use of technology in learning and curriculum development (Efendi & Sholeh, 2023). Providing better support for teachers: Schools need to provide better support for teachers, both in the form of facilities and infrastructure, and in the form of reducing the administrative burden (Lembong et al., 2023). Facilitating professional development activities: Schools can facilitate activities such as teacher study groups or scientific discussions to encourage teachers to continue learning and sharing knowledge (Hanipah, 2023).

This study has several limitations, including: Limited sample size: The number of respondents in this study was relatively small, so the results of the study may not be generalizable to a wider population of teachers. Focus on one school: This study only focused on one school, so the results of the study may not be representative of the conditions of teachers in other schools. Further research can be conducted by involving a larger sample, comparing the results of the study with other schools, or conducting a longitudinal study to see the development of teacher competence over time.

D. Conclusion

This study concludes that in general, teacher competence at SD Negeri 147 Palembang is at a fairly good level. Teachers have demonstrated adequate mastery in various aspects of competence, such as pedagogical, professional, and social. However, there are still several areas that need to be improved, especially in terms of

the use of technology in learning and curriculum development.

Several factors that affect teacher competence include limited facilities and infrastructure, lack of professional development opportunities, and high workload. To improve teacher competence, efforts need to be made such as improving the quality of training, providing better support from schools, and facilitating professional development activities. This study also highlights the importance of policies that support teacher professional development and a school culture that is conducive to learning. Thus, it is hoped that the quality of learning at SD Negeri 147 Palembang can continue to be improved.

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