

Best Practice Teacher Competency Development In State Elementary Schools In Angrek District North Gorontalo District

Ulfa Hiku Imran*, Sitti Roskina Mas, Nina Lamatenggo

Universitas Negeri Gorontalo, Postgraduate of Educational Administration

*(ulfahimran@gmail.com)

✉ corresponding author¹

Abstract: This study aims to analyze best practice development of teacher pedagogical competence, teacher professional competence, teacher social competence, and teacher personality competence in public elementary schools in Angrek District, North Gorontalo Regency. The research method used is explanatory. The data collection technique is by distributing questionnaires to the respondents. The sample in this study was 101 teachers (N=134). The data analysis used is descriptive quantitative analysis. The results of this study indicate that best Practice teacher pedagogic competency development has a score of 85.26% which is in the Good category. Teacher professional competence development scores 82.30%, which is in the Good category. Teacher social competency development scores 83.07%, which is in the good category. Teacher personality competency development scores 85.46%, which is in the good category.

Keywords: Best practice; teacher competence; coaching

Introduction

Education aims to realize a social order marked by a noble character in each individual and justice in the country regarding life. One crucial aspect that is important for educational purposes, especially in achieving learning targets, is the role of the teacher through superior teacher competence. The teacher is a figure who is responsible for educating the lives of students, and the teacher is a person who is identical to those who have the duty and responsibility to shape the character of the nation's generation. It is in the hands of the teachers that the nation's budding attitudes and morality are formed so that they can provide the best for the children of this country. A capable moral personality is what is expected of every student. For this reason, teachers with complete dedication and loyalty try to guide and foster students to become valuable people for the homeland and the nation in the future. In their profession as educators, teachers must achieve various educational visions and missions and become competent teachers.

The situation shows that teachers are still not maximally competent (Batubara, 2017; Dewi & Hilman, 2018). Teachers need continuous assistance until teachers achieve the expected competencies,

and teachers need to be given feedback on what they have done in the learning process. So that teachers can improve their competence, especially in carrying out lesson plans and learning processes. The estuary of increasing teacher competence is increasing student learning outcomes and improving the quality of education so that the problem is the ability of teachers to learn, namely by carrying out various technical activities such as training, workshops, and workshops for each teacher, so the principal needs to create the best experience (Best Practice) in teacher capacity building (Fredy & Day, 2022; Idris et al., 2020).

The results of observations and interviews also found that teachers who do not yet have sufficient competency to teach, by possessing competence, teachers can see their ability to carry out their duties and responsibilities. Teachers who use conventional teaching patterns are based on competency, so, inevitably, students cannot develop according to their competencies. There are still teachers who ignore aspects regarding the basics of teaching, so many students are used as statues/are passive. Then the results of the Teacher Performance Assessment (PKG) scores for teachers in Anggrek District, North Gorontalo Regency, are in a good category, but still not that high because they are close to the lowest threshold for the good category.

Then it was also found that teachers who lack mastery of teaching materials lack understanding of teachers in making lesson plans. During the implementation of learning, some teachers teach not follow the Learning Implementation Plan (RPP) that has been made. Some teachers do not bring lesson plans during the learning process, not mastering student psychology such as the number of students who are noisy so that the class atmosphere is not conducive, which causes the material not to be well received by students. At the same time, the Minimum Completeness Criteria (KKM) the school has set is 75. For a student to obtain satisfactory learning outcomes, the student must study seriously. In addition, teachers must have pedagogical competence in teaching because teacher pedagogic competence can help the student learning process and produce satisfying learning outcomes (see Table 1).

Table 1. Results of UKG achievements for teachers in Anggrek District

Value Range	Respondent	%
50.01-60.00	15	18.75%
60.01-70.00	23	28.75%
70.01-80.00	16	20%
80.01-90.00	26	32.50%
90.01-100	0	0%
Total	80	100%

Source: UKG data (2019)

Based on the table above, it can be explained that the teacher competency test results were unfavourable because none of the teachers achieved a score above 90.00, which means that the teacher is still not optimal in terms of learning techniques and administration in learning. From the table results, it is illustrated that there are 38 teachers whose abilities still need to be optimized where those who get scores in the range of 50.01-60.00 are 18.75% or 15 people, and those who get grades in the range

60.01-70.00 are 28.75% or 23 people. It shows that there is still a need for teacher competency development for better learning performance in planning, implementing, and evaluating learning.

The observations also showed that planning was optimal but still had to be improved and continued to be pursued by teachers and through supervision and guidance from school principals and supervisors. Intense conformity with observations, in the description matrix found there was no conformity between the availability of lesson plans made by teachers in elementary schools and the Learning Process Standards, then for the implementation of learning carried out by the teacher well enough where the teacher can carry out closing activities in learning under the provisions where the teacher has can provide or make a summary of the material being taught then reflect on learning activities. The results are still quite effective because things have not been done optimally, especially in the follow-up by providing directions for the subsequent activities and assignments to students. Furthermore, for the evaluation aspect, it was found that teachers tend to be active in conducting evaluations. However, teachers and principals must continue to improve for development or follow-up.

Based on the description above, this problem encourages researchers to research "Best Practice Teacher Competency Development in State Elementary Schools in the Anggrek District, North Gorontalo Regency."

METHOD

This research was conducted in the Anggrek District, North Gorontalo Regency public elementary schools. The time used in this study was calculated for four months, which was carried out from December 2022 to March 2023. This study used a quantitative research approach with an explanatory research type. The population used in this study was 134 teachers spread across 16 elementary schools. Using the Slovin formula, a sample of 101 teachers was obtained. The data analysis technique used is score analysis.

RESULT

The best practice teacher pedagogic competency development

The best practice for developing teacher pedagogic competence in public elementary schools in Anggrek District, North Gorontalo Regency, is presented in Table 2.

Table 2. Summary best practice teacher pedagogic competency development

Actual	Ideal	%	Criteria
448	505	88.71%	Good
431	505	85.35%	Good
446	505	88.32%	Good
447	505	88.51%	Good
460	505	91.09%	Excellent
463	505	91.68%	Excellent
428	505	84.75%	Good
453	505	89.70%	Good
420	505	83.17%	Good

392	505	77.62%	Pretty Good
387	505	76.63%	Pretty Good
392	505	77.62%	Pretty Good
5,167	6,060	85.26%	Good

Source: Processed data (2023)

The summary table above shows that the average score for best practice development of teacher pedagogic competence in public elementary schools in Anggrek District, North Gorontalo Regency, is 85.26%, a good criterion. However, some crucial aspects must be addressed, for example, by conducting coaching so that they can use learning media effectively and efficiently.

Furthermore, several things have been done to achieve best practices related to the development of teacher pedagogic competencies, which are carried out through coaching in making PTK, implementing lesson studies, conducting supervision, and participating in KKG activities in the form of workshops and seminars. Furthermore, several indicators are applied. For example, the teacher's ability to control students (class), mastery of learning theories and principles by teachers, ability to develop curriculum, apply educative learning, develop student potential, promote two-way communication flow, and evaluation. All of these things need to be pursued because there is still low pedagogical competence caused by educational background, lack of teaching experience, teacher welfare and inadequate facilities. In addition to the internal factors mentioned, external factors also influence geographical factors and remote school locations.

The best practice teacher professional competence development

The best practice for developing teacher professional competence in public elementary schools in Anggrek District, North Gorontalo Regency, is described as follows (Table 3).

Table 3. Summary best practice Teacher professional competence development

Actual	Ideal	%	Criteria
489	505	96.83%	Excellent
407	505	80.59%	Good
379	505	75.05%	Pretty Good
407	505	80.59%	Good
426	505	84.36%	Good
417	505	82.57%	Good
386	505	76.44%	Pretty Good
414	505	81.98%	Good
3,325	4,040	82.30%	Good

Source: Processed data (2023)

The summary table above shows that the average score best practice development of teacher professional competence in public elementary schools in the Anggrek District, North Gorontalo Regency at 82.30% which is in good criteria. Internally, aspects that need to be considered for improvement are still related to the teacher's ability to use information technology in learning and coaching to use learning media development applications. Externally, the ability of teachers and

students to utilize the Internet network is still constrained by the quality of the cellular network. Thus, this lack of competence will have an impact on the success of students. That explains why the level of knowledge between rural and urban students has a significant quality gap.

To overcome the low mastery of technology, the principal then provides recommendations for teachers to continue to a higher level of education and conducts training. Then, this solution's success level is measured by looking at the teacher in carrying out roles and functions that prioritize professionalism.

The best practice for teaching social competency development

The best practice of teacher social competence in public elementary schools in Anggrek District, North Gorontalo Regency, can be seen in Table 4.

Table 4. Summary best practice Teaching social competency development

Actual	Ideal	%	Criteria
417	505	82.57%	Good
418	505	82.77%	Good
398	505	78.81%	Pretty Good
436	505	86.34%	Good
440	505	87.13%	Good
425	505	84.16%	Good
410	505	81.19%	Good
412	505	81.58%	Good
3,356	4,040	83.07%	Good

Source: Processed data (2023)

The summary table above shows that the average score best practice fostering the social competence of teachers in public elementary schools in Anggrek District, North Gorontalo Regency, at 83.07%, which is a good criterion.

In order to maintain the social competence of teachers, training is carried out every month through KKG and K3S. Communicating effectively with colleagues, leaders, students, parents, and the community is necessary. In addition, this also indirectly helps increase teacher solidarity. It is hoped that by increasing this competency, the teacher will have empathy and become positive.

The best practice teacher personality competency development

The best practice for developing teacher personality competencies in public elementary schools in Anggrek District, North Gorontalo Regency, can be seen in Table 5.

Table 5. Summary best practice Teacher personality competence development

Actual	Ideal	%	Criteria
--------	-------	---	----------

445	505	88.12%	Good
437	505	86.53%	Good
428	505	84.75%	Good
441	505	87.33%	Good
392	505	77.62%	Pretty Good
441	505	87.33%	Good
437	505	86.53%	Good
3,021	3,535	85.46%	Good

Source: Processed data (2023)

The summary table above shows that the average score for best practice development of teacher personality competencies in public elementary schools in Anggrek District, North Gorontalo Regency, which is 85.46%, is in good criteria. If specified, best practices related to the development of teacher personality competencies related to respect, feeling, and acceptance will support the implementation of the teacher's duties.

This practice is generally done by setting an example of good behavior. To see the success of this practice, several indicators, such as religious norms, social laws, and culture, are the benchmarks. It is expected that the teacher can be an honest and noble person. However, some good personality values, such as task responsibility, patience, discipline, honesty, humility, courtesy, and empathy, still need improvement.

DISCUSSION

Best practice teacher pedagogic competency development

The results of the study found that the best practice fostering teacher pedagogic competence in public elementary schools in Anggrek District, North Gorontalo Regency, has a score of 85.26% which is in the good category. However, attention is still needed to increase competence in learning media development, evaluate learning processes and outcomes and invite students to actualize their potential. The teacher himself is an educator, mentor, trainer, and curriculum developer who plays a role in creating conducive learning conditions and atmosphere, namely a fun, exciting learning atmosphere that gives a sense of security, provides space for students to think actively, creatively, and innovatively in exploring and elaborating their abilities (Dudung, 2018; Helmi, 2015). However, essential problem teachers in learning activities often face is preparing appropriate Learning Implementation Plans (RPP) to help students achieve competency. That is because, in the curriculum or syllabus, Learning Implementation Plans are only outlined as "reference materials for teaching."

Overall, these results follow the latest research, which states that increasing teacher pedagogic competence will prevent learning activities from being monotonous, not liked by students and make students lose interest and absorption and concentration of learning, so teachers have to try to improve these competencies (Abu, 2020; Saryati, 2020). In the discussion of the final project entitled Efforts to Improve Pedagogic Competence, the authors obtained several important notes that teachers must carry out to increase pedagogic competence, namely seven aspects of pedagogic competence that must be

mastered by teachers, namely: knowing the characteristics of students, mastering learning theory and principles. -principles of learning, developing curriculum, creating educational learning activities, developing students' potential, communicating with students, assessing and evaluating learning Efforts to increase teacher competence, especially pedagogical competence, must be carried out by all parties, both teachers and school principals. Thus, there are two efforts to increase teacher competence that significantly affect one another, namely the efforts made by the teacher and the efforts made by the principal of the school/educational institution concerned.

Based on the last finding, which found three essential things. First, teacher pedagogical competence is optimal in mastering student characteristics, curriculum development, and developing students' potential. It must be optimized to master learning theory and principles, educational learning, student communication, evaluation, and assessment. Second, the empowerment of teacher pedagogic competence is carried out by preparing Classroom Action Research (CAR). Finally, the obstacles to empowering teacher pedagogic competencies are limited funds and a lack of teacher ability to operate ICT and infrastructure (Wuryandari et al., 2018).

Best practice teacher professional competence development

The results of the study found that the best practice for developing teacher professional competence in public elementary schools in Angrek District, North Gorontalo Regency, has a score of 82.30% which is in the good category. However, attention still needs to be paid to aspects of professionalism in carrying out roles and functions correctly and attention to improving teacher education qualifications. Teachers as professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students (Najmi, 2021; Sukmawati, 2016). Creativity creates new things or combinations based on existing data, information, and elements. Ability to think highly, produce creative works obtained through knowledge or life experience, and develop innovative ideas. The teacher's ability in a lesson greatly influences student understanding because the more creative the teacher is in delivering material, the easier it is for students to understand the lesson and make students more creative (Rudyanto, 2016). Even though many books on abilities are circulating in the market, this does not mean that this problem has ended because problems in education will continue to exist and will continuously develop according to increasingly advanced times and various uncertain circumstances.

The development of teacher professionalism is of global concern because teachers have a duty and role in providing scientific and technological information and shaping attitudes and souls that can survive in an era of hyper-competition (Mudiono, 2016). The teacher's task is to help students to be able to adapt to various life challenges and pressures that develop within them. The empowerment of these students includes aspects of personality, predominantly intellectual, social, emotional, and skill aspects (Arito et al., 2022). A class learning process can be compared to a scientific one (Hilda, 2015). For this reason, the 2013 Curriculum mandates the essence of the scientific approach to learning activities. There

is a belief that a scientific approach is a golden bridge for developing students' attitudes, skills, and knowledge. Through this approach, students are expected to be able to answer their curiosity through a systematic process as scientific steps.

The best practice teacher social competency development

The results of the study found that the best practice fostering the social competence of teachers in public elementary schools in Anggrek District, North Gorontalo Regency, has a score of 83.07% which is in the good category. However, attention still needs to be paid to aspects of the teacher's ability to use technology in administrative work and the ability of teachers to work together to carry out responsibilities. A teacher's social competence is understanding himself as an integral part of society and developing tasks as members and citizen (Muspiroh et al., 2016).

Social competence for a teacher or educator is essential. There are many benefits for an educator to have this competency. Among them were building positive impressions or images from students to teachers, having many relationships and producing the best students. Many benefits can be obtained when having social competence. It does not only affect students, but it will also affect other people and the environment. If the context is a teacher, social competence is responsible for advancing students in education and students' social interactions.

Social competence is the ability to manage social relations that require various skills, skills and capacities to solve problems in interpersonal relationships (Rosni, 2021). The significance of social competence for teachers can be felt in many social contexts. One of them is with school stakeholders, including school customers, users of school graduates, and community leaders who are very influential in the school development process. Significance is also felt with their colleagues at school and the students whose achievements are in the hands of the teachers themselves. The teachers must deliver the students to be able to enter the community of professions, services, and traders or even must be able to prepare students to become entrepreneurs who need a relationship with the broader community.

The best practice teacher personality competency development

The results of the study found that the best practice for developing teacher personality competencies in public elementary schools in Anggrek District, North Gorontalo Regency, has a score of 85.46% which is in the good category. However, attention still needs to be paid to strengthening the emotional abilities of teachers so that they can be wiser and wiser in carrying out their duties and responsibilities as educators—spiritual intelligence is the pinnacle of intelligence (Masaong & Tilome, 2011). Spiritual intelligence is not synonymous with formal religion. Therefore, this intelligence does not belong to one religion. Spiritual intelligence as inspired thinking.

Furthermore, it is said that spiritual intelligence is the light, the kiss of life that awakens our sleeping beauty and people of all ages and situations. Spiritual intelligence involves being able to live

out the most profound truths. That is, embodying the best, whole, and most humane things in the mind that produce ideas, energy, values, visions, and a calling in life that flow from within.

Based on research results, it was found that the types of religious values in schools are a) 5S culture (Smiles, Greetings, Greetings, Politeness, Politeness) and b) discipline in worship (Pakaya et al., 2019). With these results, it is necessary to have an active role of the school principal; the principal should apply school culture through more intensified school activity programs and commit to implementing them so that the learning process can run smoothly and that educational goals can be achieved.

The contribution of IQ to one's success is only about 20%, and the remaining 80% is determined by a group of factors called emotional intelligence (Sujanto, 2009). Emotional intelligence and intellectual intelligence reveal different activities in the brain. Intellectual intelligence is based on the work of the neocortex, the layer in evolution that developed most recently at the top of the brain. Meanwhile, the emotional centers are located in a deeper part of the brain, in an evolutionarily more ancient sub-cortex; the work of intellectual centers influences emotional intelligence.

CONCLUSION

In best practice, the teacher is in a good category even though it is close to the good enough category. When viewed partially, the development of pedagogic competence has a score of 85.26%, the development of professional competence has a score of 82.30%, the development of social competence has a score of 83.07%, and the development of personality competence has a score of 85.46% all four are in a good category.

REFERENCE

- Abu, S. N. (2020). PEMBINAAN GURU OLEH KEPALA SEKOLAH DALAM PENGELOLAAN PEMBELAJARAN DI SEKOLAH DASAR [TEACHER DEVELOPMENT BY THE SCHOOL PRINCIPAL IN LEARNING MANAGEMENT IN ELEMENTARY SCHOOLS]. *Jurnal Bahana Manajemen Pendidikan*, 2(1), 704–712. <https://doi.org/10.24036/BMP.V2I1.3816>
- Arito, Husniyah, F., & Ramadhanisnaini, N. M. (2022). Model Pendidikan Nilai dengan Orientasi Pemberdayaan Peserta Didik [Values Education Model with Student Empowerment Orientation]. *Tarbiyatuna: Jurnal Pendidikan Ilmiah*, 7(2), 193–210. <https://doi.org/10.55187/TARJPI.V7I2.5051>
- Batubara, D. S. (2017). Kompetensi Teknologi Informasi dan Komunikasi Guru SD/MI (Potret, Faktor-faktor, dan Upaya Meningkatkan) [Information and Communication Technology Competence for SD/MI Teachers (Portraits, Factors, and Efforts to Improve Them)]. *MuallimunaL Jurnal Madrasah Ibtidaiyah*, 3(1). <https://doi.org/http://dx.doi.org/10.31602/muallimuna.v3i1.954>
- Dewi, S. Z., & Hilman, I. (2018). Penggunaan TIK sebagai Sumber dan Media Pembelajaran Inovatif di Sekolah Dasar [Use of ICT as a Source and Media for Innovative Learning in Elementary Schools]. *Indonesian Journal of Primary Education*, 2(2), 48–53. <https://doi.org/10.17509/IJPE.V2I2.15100>

- Dudung, A. (2018). KOMPETENSI PROFESIONAL GURU [TEACHER PROFESSIONAL COMPETENCE]. *JKKP (Jurnal Kesejahteraan Keluarga Dan Pendidikan)*, 5(1), 9–19. <https://doi.org/10.21009/JKKP.051.02>
- Helmi, J. (2015). KOMPETENSI PROFESIONALISME GURU [TEACHER PROFESSIONALISM COMPETENCE]. *AL-ISHLAH: Jurnal Pendidikan*, 7(2), 318–336. <https://doi.org/10.35445/ALISHLAH.V7I2.43>
- Hilda, L. (2015). Pendekatan Saintifik Pada Proses Pembelajaran (Telaah Kurikulum 2013) [Scientific Approach to the Learning Process (2013 Curriculum Review)]. *Jurnal Darul 'Ilmi*, 3(1).
- Idris, A. N., Yunus, M., & Asdar. (2020). Strategi Pengembangan Kompetensi Guru Sekolah Dasar Negeri 22 Kabupaten Maros [Competency Development Strategy for 22 Public Elementary School Teachers in Maros Regency]. *Bosowa Journal of Education*, 1(1), 9–15. <https://doi.org/10.35965/BJE.V1I1.465>
- Masaong, Abd. K., & Tilome, A. A. (2011). *Kepemimpinan berbasis multiple intelligence: (Sinergi kecerdasan intelektual, emosional dan spiritual untuk meraih kesuksesan yang gemilang)* [Multiple intelligence-based leadership: (Intellectual, emotional and spiritual intelligence synergy to achieve glorious success)] (Riduwan). Alfabeta.
- Mudiono, A. (2016). Keprofesionalan Guru dalam Menghadapi Pendidikan di Era Global [Teacher Professionalism in Facing Education in the Global Era]. *Seminar Nasional Jurusan KSDP-Prodi S1 PGSD UNM*, 43–50.
- Muspiroh, N., Tadris, J., Biologi, I., Syekh, I., & Cirebon, N. (2016). PERAN KOMPETENSI SOSIAL GURU DALAM MENCIPTAKAN EFEKTIFITAS PEMBELAJARAN [THE ROLE OF TEACHER'S SOCIAL COMPETENCE IN CREATING LEARNING EFFECTIVENESS]. *Edueksos Jurnal Pendidikan Sosial & Ekonomi*, 4(2). <https://doi.org/10.24235/EDUEKSOS.V4I2.655>
- Najmi, A. (2021). KONSEP PROFESIONALISME GURU DALAM PENDIDIKAN [THE CONCEPT OF TEACHER PROFESSIONALISM IN EDUCATION]. *Seri Publikasi Pembelajaran: Profesi Kependidikan*, 1(2).
- Fredy, & Day, W. O. S. H. (2022). STRATEGI PENGEMBANGAN KOMPETENSI GURU SEKOLAH DASAR [ELEMENTARY SCHOOL TEACHER COMPETENCE DEVELOPMENT STRATEGY]. *Prima Magistra: Jurnal Ilmiah Kependidikan*, 3(1), 30–40. <https://doi.org/10.37478/JPM.V3I1.1312>
- Pakaya, E. I., Sukung, A., & Marhawati, B. (2019). *Pelaksanaan Nilai-Nilai Religius di SMK Pariwisata Bubohu Kabupaten Gorontalo* [Implementation of Religious Values at the Bubohu Tourism Vocational School, Gorontalo Regency] [Unpublished bachelor's thesis]. Universitas Negeri Gorontalo.
- Rosni, R. (2021). Kompetensi guru dalam meningkatkan mutu pembelajaran di sekolah dasar [Teacher competence in improving the quality of learning in elementary schools]. *Jurnal EDUCATIO: Jurnal Pendidikan Indonesia*, 7(2), 113. <https://doi.org/10.29210/1202121176>
- Rudyanto, H. E. (2016). PENGEMBANGAN KREATIVITAS SISWA SEKOLAH DASAR MELALUI PEMBELAJARAN MATEMATIKA OPEN-ENDED [DEVELOPMENT OF CREATIVITY OF ELEMENTARY SCHOOL STUDENTS THROUGH OPEN-ENDED MATHEMATICAL LEARNING]. *Premiere Educandum: Jurnal Pendidikan Dasar Dan Pembelajaran*, 3(02). <https://doi.org/10.25273/PE.V3I02.275>
- Saryati. (2020). UPAYA PENINGKATAN KOMPETENSI PAEDAGOGIK GURU SEKOLAH DASAR [EFFORTS TO IMPROVE THE PAEDAGOGIC COMPETENCE OF ELEMENTARY SCHOOL TEACHERS]. *Jurnal Bahana Manajemen Pendidikan*, 2(1), 669–681. <https://doi.org/10.24036/BMP.V2I1.3812>

- Sukmawati. (2016). Profesionalisme Guru Sekolah Dasar [Elementary School Teacher Professionalism]. *Jurnal Visi Ilmu Pendidikan*, 7(2).
<https://doi.org/10.26418/JVIP.V7I2.17055>
- Sujanto, A. (2009). *Psikologi Umum* [General Psychology]. PT. Bumi Aksara.
- Wuryandari, D., Narimo, S., & Suwaji. (2018). *Upaya Peningkatan Kompetensi Pedagogik Guru Di SDN Mangunsari 01* [Efforts to Improve Teacher Pedagogic Competence at SDN Mangunsari 01] [Unpublished master's thesis]. Universitas Muhammadiyah Surakarta.