

## **Teacher's Teaching Quality in the Learning Process at SD Negeri 154 Palembang**

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Article History: Received on 17 September 2022, Revised on 23 December 2022,  
Published on 25 January 2023

**Abstract:** This research aims to describe the teaching quality of teachers in the learning process at State Elementary School 154, Gandus District, Palembang City. This study uses a qualitative method. The informants in the research were school principals and teachers to improve the quality of learning at State Elementary School 154, Gandus District, Palembang City. Data collection in this research used interviews. The results of this research show that the quality of teachers teaching in the learning process at State Elementary School 154, Gandus District, Palembang City can be said to be good, the obstacles faced are lack of facilities and infrastructure, lack of funding allocation, strategies implemented to maximize resources so that the learning process can run well and achieving learning objectives. Based on the findings from the research, it can be recommended that school managers allocate school funds appropriately so that infrastructure deficiencies can be overcome, as well as evaluate strategies that have been implemented for future improvements. The results of the research can be used as a reference and input for teachers and school management, especially regarding efforts to improve the quality of teachers in teaching.

**Keywords:** Learning, Quality, Teachers' Teaching

### **A. Introduction**

Teachers in the learning process play a very important role. The role of the teacher, especially for students at elementary school age, cannot possibly be replaced by other devices such as television, radio and computers. Because students are developing organisms that need adult guidance and assistance (Ahmadi, 2018).

Teachers are one of the most important elements in education. The good or bad quality of education is largely determined by teacher quality standards. Therefore, teachers need to improve their competence as stated in Law Number 14 of 2005 concerning Teachers and Lecturers (Undang-undang Nomor 14 Tahun 2005).

There are four competencies that teachers must fulfill, namely pedagogical, personality, professional and social competencies. So what about teacher competency standards in Indonesia, do they meet the four competencies above? Of course there must be concrete steps to improve the quality and competence of teachers (Buchori, 2016).

The Ministry of Education and Culture is aware of this and anticipates it by mapping teacher competency standards in Indonesia. Various trainings to improve teacher competency have been carried out, including teaching training adapted to current developments such as the use of technology (Permendiknas, no 16, 2007).

A new challenge that arises later in the context of carrying out the professional duties of a teacher or educator is the normative challenge in the form of teacher certification as a guarantee of passing the competency test as a professional teacher. Even though there is new hope related to the level of teacher welfare, it is also the result of anxiety and uncertain waiting for educators or teachers. Teachers must be qualified according to certain standards (Kristiawan, et al, 2017).

Proof of quality according to certain standards that guarantees someone can be said to be a professional teacher is a certificate. Obtaining a certificate as a professional teacher requires passing and passing a teacher competency test. There are two main criteria that are requirements to achieve this goal, namely: Meet the minimum formal education academic qualifications of fourth diploma (D-IV) or bachelor's degree (S1); Meet competency standards as a learning agent (Law Number 14 of 2005).

Educators must have academic qualifications and competence as learning agents, be physically and spiritually healthy, and have the ability to realize National education goals. Academic qualifications, as intended, are the minimum level of education that must be met by a person as proven by a diploma and/or relevant skills certificate in accordance with applicable statutory provisions (Hamalik, 2018).

Being a teacher is not like a politician who is good at making promises or a comedian who is required to make his audience laugh and be entertained. Being a teacher can be a "light" that illuminates the darkness in thinking and satisfies students' hunger and curiosity. Becoming a teacher cannot be done for any reason (Daryanto, 2017).

The task of a teacher is not just to carry out learning using a pile of theory and knowledge and medicine but must be able to carry out learning that stimulates the activities and potential of students according to their respective capacities (Mulyasa, 2017). The main task of a teacher is to educate, which means that the teacher not only shares knowledge with students, but educates students in terms of attitudes and

actions (attitude) (Rizaldi, 2016). Teachers are role models and a source of knowledge for their students, so it is only natural that they have high qualities. By having high quality work, it is hoped that it will produce students who also have high achievements (Syaiful, et al, 2016). Because the existence of a teacher is very important and primary, they are required to always follow developments in technological progress. Therefore, teachers should always be able to improve and expand their knowledge and insight both formally and non-formally.

A teacher's quality in teaching is essentially the result of the interaction of various factors that influence him, namely factors that come from within and outside him. Factors that come from within him (internal factors) include health, potential, talent, attitude and personality. Meanwhile, factors that come from outside himself (external factors) include the leadership of the school principal, students and facilities (A. Majid, 2018).

According to Kartini Kartono (2018), there are two factors that can influence teacher quality, including internal factors which include intelligence, skills and abilities, talents, abilities and interests, motives, personality and ideals. And factors from outside oneself which include the environment and infrastructure. These two factors show that teachers as education and teaching experts must be able to have the awareness, desire and willingness to always improve their competence, so that teachers are expected to become more competent in carrying out their duties as educators. Apart from that, it is also supported by external efforts, such as facilities and infrastructure as well as teacher competency development activities in an effort to increase teacher professionalism in teaching (education and training, seminars and upgrading courses).

To improve the quality of teachers, it is necessary to consider factors that influence them both from within and from outside themselves. No matter how good the situation and conditions are and the guidance that the school principal has put in place, if the teacher does not have the will, then everything will not run smoothly. With the will, skills and expertise possessed by a teacher, any shortcomings that exist will become an incentive for him to always try to improve his abilities.

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Efforts to improve teacher quality have been carried out by the government in various ways, including providing block grants to schools as stimulant funds to implement teacher professionalism development programs, forming subject teacher associations, forming teacher scientific forum organizations and publishing scientific journals. For teachers and empowering teachers, teacher working group (KKG) programs have existed in almost every district/city (Sumardin, 2016).

The various teacher quality development programs primarily aim to improve teachers' abilities and skills in planning, developing, implementing and supervising the learning process to support improving the quality of education in each school unit (Sukardi, 2016). Classroom management is an aspect of education that is often the main concern of prospective teachers, new teachers, and even experienced teachers who want students to learn optimally. Creating such expectations is a study of classroom management (Satyasa, 2016). This research focuses on the following research studies. This research examines the quality of teaching teachers in the learning process in terms of: (1) teachers in planning learning, (2) teachers in carrying out learning, (3) teachers in evaluating the results of the learning carried out, (4) teachers in following up on learning outcomes, and (5) teachers in providing guidance and counseling. This research examines the obstacles teachers face in the learning process. This research focuses on teachers at State Elementary School 154, Gandus District, academic year 2022/2023.

## **B. Methods**

This research uses qualitative research methods, namely field research, namely research carried out directly in the field to obtain the necessary data (Sugiyono, 2018). This research was specifically designed to describe the phenomena faced, namely social phenomena related to the Quality of Teacher Teaching in the Learning Process at State Elementary School 154, Gandus District, Palembang City. The informants who will be interviewed in this research are as follows: teachers at State Elementary School 154, Gandus District, Palembang City. Data collection in this research used interviews, observation and documentation. Then it is analyzed following the rules of triangulation, source triangulation to test the credibility of the data is carried out by checking the data that has been obtained through several sources or informants. This is done until a trend in the data is obtained so that the data can be seen to contain truth value.

## **C. Results and Discussion**

Based on the results of interviews conducted with informants, it is known that to improve student learning outcomes at SDN 154 Palembang, it is known that the efforts made by teachers are by giving assignments to students, forming discussion groups, and by conducting field studies. So that with these efforts, the learning

process that has been implemented at SDN 154 Palembang can achieve maximum learning results.

Based on the research results, it is known that the quality of teachers teaching in the learning process at State Elementary School 154, Gandus District, Palembang City can be said to be good. This is known as follows:) that the teacher is considered capable of managing the participants students in the learning process; the obstacles faced by teachers, especially lower class homeroom teachers, where students are still difficult to manage, but this is understandable because the students are still very young; that teachers usually implement strategies to organize students in the learning process. In lower classes, students are invited to sing, but for students in class IV, class V, and class V, students are asked one by one to answer questions from the teacher; teachers usually arrange student learning facilities during the learning process by telling students to clean the classroom if there is anything dirty, the facilities in the classroom are neatly arranged and the students' books are ordered to be placed on the table; usually the obstacles faced by teachers in arranging student learning facilities during the learning process are that students often make paper on the floor, books are sometimes not brought, if the teacher leaves the room for a moment, students start making noise; The strategy used by the teacher in arranging students' learning facilities during the learning process, asking students to clean the classroom using role-playing techniques and while conveying moral messages that a clean person is a healthy person, a diligent student is a good student. smart; In general, teachers create and maintain good learning conditions and students are active in participating in the learning delivered by the teacher; Generally, the obstacles faced by teachers in creating and maintaining learning conditions are especially for class I, class II and class III students, where the conditions in this class are called low class, generally students are difficult to manage, even in class I there are still students who cry because they don't there are parents near the class. Because the learning process conveyed by parents is not allowed to enter the classroom.

The results of this research are in line with research conducted by Mukroni (2017), which states that the quality of economics teachers' learning seen from the aspects of learning planning, learning implementation and assessment of learning outcomes influences student satisfaction. Next Rahmatullah (2016). In research entitled Teacher Teaching Ability in Improving Teacher Performance and Student Learning Outcomes, the results show that teacher teaching ability has a strong relationship to teacher performance and student learning outcomes in schools.

Maahiroh (2017), also conducted research related to the quality of teachers in teaching, and the results of his research showed that the approaches used to improve the quality of a teacher's teaching were: (1) clinical supervision (2) development supervision, and (3) differential supervision. To implement supervision to improve

the quality of teachers in teaching, namely (1) providing training (2) creating a learning organizational culture. But apart from that, there are several ways to increase teacher skill in teaching, namely: conducting training and seminars.

Next Rohman & Dinny (2021). The research shows several efforts that can be made, namely by carrying out supervision by supervisors, providing adequate facilities to support the learning process, holding meetings between school principals and teachers, actively participating in upgrading courses, seminars, training for self-development, holding visits between schools for comparative studies, and conducting research related to the field of education. Apart from that, providing a decent salary for the well-being of teachers can also be taken into consideration to improve the quality of teachers and is relevantly related to improving the quality of education.

Ramadhani, et al (2022), The Role of School Principals in Improving the Teaching Quality of Teachers at Baluase State Elementary School (SDN), Sigi Regency, the results of their research show that the quality of teacher learning at Baluase State Elementary School, Sigi Regency is relatively low due to a lack of mastery in presenting learning material, and learning methods, lack of mastery in using media/visual aids, lack of discipline among teachers, and regarding technological skills, only two teachers have mastered it, and lack of support from students' parents.

The form of the Principal's role in improving the quality of teacher teaching is that the principal has carried out his duties starting from holding socialization of school principals, conducting evaluations through supervision, conducting teacher performance assessments which are held once a year through observations from administration to the teaching process, as well as holding training on how to making lesson plans, checking the semester syllabus, lesson plans, and daily journal (summary of lesson plans) every day before entering class, if this is not done then the principal will give a verbal and written warning.

Wahyuni, et al (2018), in their research shows that there is a significant influence between the variable quality of teacher teaching and the variable student study habits simultaneously on the variable learning achievement in economics subjects. There is a significant influence between the teacher teaching quality variable on the learning achievement variable in economics subjects. There is a significant influence between student study habit variables on learning achievement variables in economics subjects.

Cholifah (2018), in his research, stated that teachers play a very important role in the learning process at school, so quality teachers are really needed to improve the quality of learning today. The role of being a teacher must be developed in order to become a professional or qualified teacher. Teachers play a very important role in

the continuity of the teaching and learning process in order to achieve quality learning goals. One of the goals of forming a quality learning style is that teachers must know the learning styles that students have so that teaching will be easier. The teacher's role in teaching is very important, namely as a demonstrator, as a class manager, as a mediator and facilitator, as an evaluator, as an administrator, the role of the teacher as a person, and the role of the teacher as a psychologist.

Khatimah (2022), Educator's Strategy in Improving the Quality of Learning at RA Umdi Awang-Awang, Pinrang Regency, Implementation of learning at RA UMDI Awang-Awang, Pinrang Regency, namely by; Planning, Implementation and evaluation. Educator strategies for improving the quality of learning at RA UMDI Awang-Awang Pinrang Regency are direct learning strategies, individual learning strategies, group learning strategies, deductive learning strategies, and inductive strategies. Obstacles to improving the quality of learning at RA UMDI Awang-Awang Pinrang Regency are parental attitudes, facilities and infrastructure factors, and home/family environment.

#### **D. Conclusion**

Based on the results of the research and discussion, it can be concluded that the quality of teachers teaching in the learning process at State Elementary School 154, Gandus District, Palembang City can be said to be good, and capable of managing the implementation of the learning process. The obstacles faced by teachers in implementing the learning process are lack of funding allocation and supporting infrastructure. The strategy that can be implemented is to utilize resources to the maximum.

#### **E. Acknowledgement**

The author would like to thank those who have helped in completing this research, especially the teachers and principal at State Elementary School 154, Gandus District. As well as colleagues and lecturers at PGRI University who have provided a lot of support and suggestions for the improvement and progress of the author in the future. Hopefully this article can make a contribution to the world of education. For any intentional or unintentional errors in this article, the author begs forgiveness from Allah SWT, and apologizes to all parties who feel aggrieved.

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