

The Influence of Learning Media and Competence on Teacher's Professionalism

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Abstract: A teacher's professionalism is based on their unique competencies and skills in teaching science. High professionalism reflects their commitment to improving professional quality through various methods and strategies. Creativity in learning is essential for the teaching and learning process, covering cognitive, psychomotor, and affective aspects. Teachers must use appropriate media in learning to stimulate students' thoughts, feelings, attention, and interest. In Lubuk Besar District, Central Bangka Regency, there is a lack of media and educational teaching aids, with many teachers lacking degrees and arriving late. Less varied teaching methods and an old learning paradigm result in passive knowledge delivery. This research focuses on Tk/Paud teachers in Lubuk Besar District, Central Bangka Regency, using quantitative research with a descriptive approach. The results show that learning media has a partial and significant effect on teacher professionalism, with a t value of 17.227 and a significance level of 0.000. Teacher competency also has a partial and significant effect on teacher professionalism, with a t value of 3.970 and a significance level of 0.000. In conclusion, learning media and teacher competency have a simultaneous and significant effect on teacher professionalism, with a t value of 17.227 and a significance level of 0.000.

Keywords: Competence of Teacher, Learning Media, Professionalism

A. Introduction

One role that needs to be taken into account is national education. As stated in Law No. 20 of 2003, Chapter II, Article 3, the purpose of national education is to help students reach their full potential and become human beings who believe in and are devoted to God Almighty, have a noble character, are healthy, knowledgeable, capable, creative, independent, and who will eventually become democratic and responsible citizens. National education goals will be achieved if they are supported by all components in the system concerned. Elements that influence education include students, educators, goals, educational content, methods, and environment (Munib, 2012).

Teachers' primary responsibilities as professionals are to instruct, guide, direct, train, assess, and evaluate pupils at the formal education level (Darmadi, 2015). If a teacher possesses a particular professional position that is demonstrated by competence, skill, or skills that satisfy specific quality requirements, then this primary responsibility becomes effective. A teacher can be a class teacher, subject teacher, guidance and counseling teacher, or someone else entirely. According to Government Regulation (PP) no. 74 of 2008 concerning Teachers and Lecturers, a teacher can also be a teacher who has additional responsibilities as a school principal, a teacher in a supervisory position, or both.

A teacher is an educator with a variety of roles and responsibilities in the classroom. As one of the elements involved in the teaching and learning process, teachers play a crucial role in determining how well pupils absorb the material. Teachers are generally looked up to as role models. As a result, educators need to act and be competent enough to help kids grow as a whole. According to Sudarmanto (2015), an educator is considered professional if they possess the following five teacher competencies: 1) motivation, which is a strong internal impulse; 2) features, traits, or characteristics; and 3) self-image, or how other people see and assess him; 4) social role, or the standards or accepted behavior in society; and 5) talents, or the capacity of an individual to perform in a given job.

A teacher's work style determines how professional they are. A person's performance in a job is measured by how well they can accomplish it and how well those results compare to their goals (As'ad., 2015). For teachers to fulfill their duties and perform their jobs as effectively as possible, they are required to possess specific competencies and skills in the field of education (Dewi, 2019). This implies that becoming a professional teacher requires more than just a formal education; it also requires the ability to employ a variety of tactics knowledgeable in education and skilled in pedagogical science.

The teaching profession is one that one can choose, and to satisfy the teacher competency criteria necessary to run Indonesian schools, one must fulfill certain requirements set forth by the government. A teacher needs to meet certain requirements to carry out the educational process, such as competency. You will be able to do your primary actions as an educator and fulfill your obligations using the competencies you possess. Planning, carrying out, and assessing the outcomes of the learning process are necessary skills for developing human resources in the form of students. If the educational process is not accompanied by the teacher's ability to manage the educational process, then the results will not be optimal by the direction of national education to create quality human resources. The competence of a teacher is the spearhead in creating and improving human resources in implementing development in Indonesia. If an educational institution has good results or output, it

creates satisfaction within a teacher, meaning that the plan, process, and evaluation have shown success.

Creativity in the classroom is a component of a system that is inextricably linked to education and teachers. In addition to covering one component of the human self, such as cognitive, psychomotor, and affective aspects, the function of teacher creativity encompasses other facets of the human self as well. Generally speaking, the primary purpose of teachers' creativity is to aid in the timely and effective completion of their work. The following are some reasons why teacher creativity is important for learning: (1) It helps students absorb information more thoroughly; (2) It encourages students to observe and analyze societal or natural phenomena more scientifically; and (3) Teacher creativity products will encourage student creativity.

The exchanges between different learning components take place within the framework of the learning process, which is the center of both formal and informal education. The instructor, the material or subject matter, and the pupils make up these elements. To enable the completion of the intended learning process, these three components interact through the use of infrastructure and facilities, learning models, learning material, learning techniques, and learning environment layout. According to Surachmad (2009), To support the teaching and learning process, appropriate methods and tools are needed for teaching and learning activities. The goal of using technologies in the teaching and learning process is to improve student performance. Students therefore require assistance with tools or learning media to achieve improved learning results.

There must be a learning aim for each lesson. A behavior that pupils are expected to exhibit or that they are capable of exhibiting is called a learning target. In applying Dewey's theory Dewey (1964) to the teaching and learning process, several aspects need to be taken into account. These factors include the following. 1. Understanding must come first in a concept presentation. 2. The learning process's implementation needs to consider intellectual preparedness. 3. How the material is absorbed by the students.

According to the author's observations of the situation in the field, TK/PAUD teachers in the Lubuk Besar subdistrict still lack educational media and teaching aids in their classrooms. Additionally, the majority of these teachers lack creativity when it comes to creating educational media or props. Aside from that, a large number of the teachers at PAUD and kindergartens continue to lack teaching degrees, and as a result, their discipline is subpar due to their frequent tardiness. Teachers impart knowledge to pupils passively, using outdated learning paradigms and fewer diverse instructional strategies.

TK teachers' ability to use technology such as laptops is still very lacking. Utilization of the environment, teaching aids, and learning support is less than optimal. There are still teachers who are not skilled at making administration such as RPPH and Assessment. Apart from that, most PAUDs have B accreditation. Research Lahami 2021 stated that the results of this research showed that the implementation of the learning media workshop showed very effective results (Lahami, 2021). Based on this, the author intends to conduct research with the title The Influence of Learning Media and Competence on the Professionalism of TK Teachers in Lubuk Besar District, Central Bangka Regency.

B. Methods

This research will be carried out on TK/Paud Teachers in Lubuk Besar District, Central Bangka Regency. The type of research used in this research is quantitative research with a descriptive approach. According to Sugiyono (2016), quantitative research methods can be interpreted as research methods that are based on the philosophy of positivism, used to research certain populations or samples, sampling techniques are generally carried out randomly, data collection uses research instruments, data analysis is quantitative/statistical with the aim of test the established hypothesis. The population in this study were all TK Teachers in Lubuk Besar District, Central Bangka Regency. There were 61 teachers from Kindergarten/Preschool teachers in Lubuk Besar District, Central Bangka Regency. The sample obtained was 61 respondents. Arikunto (2017) stated that the sample is a portion or representative of the population being studied. Data collection is carried out by researchers, namely first the researcher carries out pre-research, then the trial stage, at this stage the researcher distributes questionnaires or research instruments.

1. Questionnaire, this technique is a series or list of questions or statements that are arranged systematically and then sent to be filled in by the respondent (Bungin, 2010).
2. Observation, it must be carried out carefully and systematically to obtain reliable results.
3. Documentation, one of the data needed in this research is in the form of documents so it is necessary to use data collection techniques using documentation.

C. Results and Discussion

1. Analysis of the Influence of Learning Media on the Professionalism of TK/PAUD Teachers in Lubuk Besar District, Central Bangka Regency

Based on the test results, it can be seen that the learning media variable has a partial and significant effect on teacher professionalism, so it can be concluded that the first hypothesis is accepted. The theoretical framework of thinking that learning media

influences the professionalism of TK/PAUD teachers in Lubuk Besar District, Central Bangka Regency. So if learning media improves, teacher professionalism will also increase.

With a calculated t value of $17.227 > t$ table 1.999 and a significance of $0.000 < 0.05$, the results of testing hypothesis -1 using the SPSS version 26 tool demonstrate that partially learning media has a positive and significant effect on teacher professionalism. The influence of learning media on teacher professionalism is 0.834 , or 83.4% . This indicates that the professionalism of TK/PAUD teachers in Lubuk Besar District, Central Bangka Regency, is significantly influenced by the theoretical framework when it comes to learning materials.

With an average score of 4.12 , the teacher learning media description for TK/PAUD teachers in Lubuk Besar District, Central Bangka Regency, is categorized as very good. The statement that students remember information very easily when it is presented in the form of pictures or animations is the dominant indicator in the learning media variable, with a value of 4.45 . The statement that students are willing to purchase laptops or cell phones for online learning has the lowest indicator, with a value of 3.25 . Thus, the category of indicator learning media is quite good overall.

The description of teacher professionalism above obtained an average score of 4.35 which is in the very good category. Then the dominant indicator in the teacher professionalism variable is the statement that teachers have quality relationships with students with an average value of 4.69 . Then the lowest indicator value is in the statement I am lazy in providing knowledge well with the number 2.23 . So overall the teacher professionalism indicator is in the very good category.

An average coefficient of 4.12 on a scale of 1 to 5 indicates that respondents' opinions of the learning materials for TK/PAUD teachers in Lubuk Besar District, Central Bangka Regency, are very good. They also perceive the professionalism of these teachers as being very good. excellent, with a value of 4.35 on a 1 to 5 scale. Put another way, the TK/PAUD learning materials in Lubuk Besar District, Central Bangka Regency, are excellent, and the TK/PAUD teachers in Lubuk Besar District, Central Bangka Regency, exhibit excellent professionalism.

The lowest indicator in the learning media variable is that students are willing to buy cell phones/laptops for online learning. P is 3.25 or sufficient. In other words, students object to buying laptops for online learning

This study supports the findings of Research Titled The Influence of Learning Media Workshops on Increasing Teacher Competence in Developing Learning Media, (Lahami, 2021). Based on observations made by instructors and training participants, the study's findings demonstrate that the use of learning media workshops produces

very effective results. The findings of the pretest and posttest indicate a considerable difference. Next, a study conducted in 2019 at SMKN 1 Bandung with the title *The Influence of Learning Media and Teacher Interpersonal Relationship on Students' Enthusiasm in Learning in Archived Topics* was conducted (Rachmawati & Sojanah., 2019). Research by Febri Rachmawati, Janah Sojanah 2019 with the title *The Influence of Learning Media and Teacher Interpersonal Communication on Students' Interest in Learning in archives subjects at SMKN 1 Bandung*.

Arsyad (2011) states that learning media includes tools that are physically used to convey the content of teaching material. Angkowo et al (2007) state that media is anything that can be used to convey messages, and stimulate students' thoughts, feelings, attention, and will so that they can be encouraged to be involved in the learning process. In the context of the direct learning paradigm, learning media refers to a way for teachers to transmit information while also serving as a means of communicating learning messages. In this scenario, teachers should employ a variety of relevant media. A tool to aid in teaching and learning is learning media. Learning media does help to improve the teaching and learning process in schools such that teacher professionalism rises, according to the findings of observations made in the field.

In addition, the demographic data recapitulation of respondents' working periods revealed that 36 respondents had worked for five to fifteen years, or 59% of the total. This suggests that the teachers have enough experience to qualify as professional teachers, which contributes to the growing professionalism of teachers in TK/PAUD throughout Lubuk Besar District, Central Bangka Regency.

2. Analysis of the Influence of Teacher's Competency on the Professionalism of TK/PAUD Teachers in Lubuk Besar District, Central Bangka Regency

The first hypothesis is accepted since the test findings demonstrate that the teacher competency variable has a partial and considerable impact on teacher professionalism. According to the theoretical framework, the professionalism of TK and PAUD teachers in Lubuk Besar District, Central Bangka Regency, is influenced by teacher competency. Thus, as teacher proficiency advances, so too will teacher professionalism.

With a calculated t value of $3,513 > t$ table 1.999 and a significance of $0.000 < 0.05$, the results of testing hypothesis -2 using the SPSS version 26 tool demonstrate that teacher competence has a positive and significant effect on teacher professionalism. The magnitude of the influence of teacher competence on teacher professionalism is 0.173 or 17.3% . This indicates that in Lubuk Besar District, Central Bangka Regency, teacher competency and professionalism are significantly impacted by the theoretical framework.

The TK/PAUD teacher competency description the average score for teachers in Central Bangka Regency's Lubuk Besar District was 4.47, falling into the very good category. With an average score of 4.74, the statement "I have a good relationship with all students at school" is the strongest indicator in the teacher competency variable. The statement "I use technology for the learning process" has the lowest indication score, 4.21. The teacher competency indicator is therefore generally in the very good range. The description of teacher professionalism above obtained an average score of 4.35 which is in the very good category. Then the dominant indicator in the teacher professionalism variable is the statement that teachers have quality relationships with students with an average value of 4.69. Then the lowest indicator value is in the statement I am lazy in providing knowledge well with the number 2.23. So overall the teacher professionalism indicator is in the very good category.

Averaging 4.47 out of a possible 5, respondents' opinions of the professionalism of teachers in Lubuk Besar District, Central Bangka Regency's TK/PAUD are also very good, with an average coefficient of 4.35 out of a possible 5, reflecting respondents' high regard for the teachers' competence. To put it another way, Lubuk Besar District, Central Bangka Regency has very competent TK/PAUD instructors, and its TK/PAUD teachers exhibit excellent professionalism. With a score of 4.21, or very good, the statement "I use technology for the learning process" is the lowest indicator in the teacher competency variable. To put it another way, there are still educators who do not recognize the value of integrating technology into the classroom.

This is consistent with research by Hatemu et al. (2020), which tries to ascertain the impact of certification, organizational culture, and competency on teacher performance. The findings indicate that competency has a major influence on teacher performance. Then, according to a study conducted in 2020 by Sulastri et al. (2020) under the title Teacher Professional Competence in Improving the Quality of Education, the teacher competency at SMP Negeri 8 Prabumulih was deemed to be reasonably excellent. According to Majid (2005), a teacher's competency will demonstrate their caliber as an educator. This competency will be demonstrated by knowledge mastery and professionalism in the performance of their duties as educators (Mulyasa, 2013).

Kunandar's (2013) definition of competency is "a combination of values, attitudes, knowledge, and skills that are reflected in thought and behavior patterns." In addition to the code of ethics, Mulyasa (2013) claims that teacher competency is the primary element of professional standards. Competency is characterized and understood as a collection of efficient behaviors associated with inquiry and discovery, analysis and reasoning, as well as attentiveness and perception that guide someone who discovers methods to accomplish certain objectives successfully and economically. Based on observations made in the field, it has been determined that

increased teacher professionalism can be attained through improving the teaching and learning process in schools.

In addition, the results of demographic recapitulation data on respondents' educational attainment show that, of those surveyed, 32 had a bachelor's degree or 52.5 percent. This suggests that teachers already possess the fundamental competency needed to advance to the position of professional teacher in Lubuk Besar District, Central Bangka Regency.

3. Analysis of the Influence of Learning Media and Competency Simultaneously on the Professionalism of TK/PAUD Teachers in Lubuk Besar District, Central Bangka Regency

Based on the test results, it can be seen that the learning media variables and teacher competency have a joint and significant effect on teacher professionalism, so it can be concluded that the third hypothesis is accepted. The theoretical framework states that learning media and teacher competency have a joint and significant effect on the professionalism of kindergarten/PAUD teachers, in Lubuk Besar District, Central Bangka Regency, so if learning media and teacher competency are adequate, teacher professionalism will also increase.

With a calculated f value of $145.908 > f$ table of 3.15 and significance $0.000 < 0.05$, the results of testing hypothesis - 3 using the SPSS version 26 tool demonstrate that learning media and teacher competency have a positive and significant effect on teacher performance simultaneously. The influence of learning media and teacher competency on teacher professionalism is 0.834, or 83.4%. This indicates that the professional standards of TK/PAUD, Lubuk Besar District, Central Bangka Regency, are significantly impacted by the theoretical framework in terms of learning materials and teacher competency.

This is in line with Muh's research by Lahami (2021) with the title *The Influence of Learning Media Workshops on Increasing Teacher Competence in Developing Learning Media*. Then research by Yuliana et al. (2019) titled *The Influence of Teacher Competency and Training on Teacher Professionalism with Motivation as an Intervening Variable*. Competency variables, training variables, and motivation variables together have a positive and significant influence on teacher professionalism.

D. Conclusion

Based on the results of data analysis, the influence of learning media and teacher competence both partially and simultaneously on teacher professionalism can be explained as follows:

1. The learning media has a partial and significant effect on teacher professionalism so it can be concluded that the first hypothesis is accepted. This is proven by the calculated t value of $17.227 > t \text{ table } 1.999$ and the significance level of 0.000 is smaller than the $< \text{sig } 0.05$ set. and the magnitude of the influence of competence on performance is 0.834 or 83.4%.
2. The teacher's competency has a partial and significant effect on teacher professionalism so it can be concluded that the first hypothesis is accepted. This is proven by the calculated t value of $3.970 > t \text{ table } 1.999$ and the significance level of 0.000 is smaller than the $< \text{sig } 0.05$ set. and the magnitude of the influence of competence on performance is 0.173 or 17.3%.
3. The learning media and teacher competence have a simultaneous and significant effect on teacher professionalism so it can be concluded that the third hypothesis is accepted. This is proven by the calculated f value of $145.908 > \text{Table f of } 3.15$. and significance $0.000 < 0.05$ and the magnitude of the influence of teacher competency and teacher certification on teacher performance is 0.834 or 83.4%.

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