

# Professionalism of Primary School Teachers in Selection of Learning Models and Media to Achieve Instructional Goals

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## ABSTRACT

This research aims to reveal the professionalism of primary school teachers in selection of models and media in the process of learning to teach at classroom. Teachers profession will never be replaced by anyone, especially at the elementary school level because it has a noble duty, which is to prepare the next generation to build nation. Therefore, researchers are interested in conducting research on the professionalism that teachers have in terms of the selection of models and media used. Model and media variables are chosen because they are one indicator of learning success. The type of research used is mixed research by presenting charts accompanied by reasons from respondents. The respondents in this study is teachers at the elementary school level of 23 respondents. The result of this study is an overview of the models and media that teachers use in the learning process of teaching. Hopefully through this research can be a professional teaching reference material, especially for elementary school teachers in learning management that appeals to students.

**Keywords:** *Learning Media, Learning Model, Professional Teachers*

## 1. INTRODUCTION

The mandate of Law No. 20 of 2003 on the National Education System has outlined that the purpose of national education is to make students actively develop their potential to have religious spiritual power, self-control, personality, intelligence, noble morals, as well as the skills necessary for themselves, society, nation and country [1]. From that goal, it hints that students are the next generation who are very much expected to build a nation in the future.

Teachers are a central profession in determining the quality of students [2]. This is because teachers are at the forefront of the implementation of education [3]. Teachers who come face to face with students to transfer science and technology, while educating with positive values through guidance and exemplary [4]. With this kind of burden, the teacher profession needs to get attention, especially in terms of professionalism.

Professionals refer to systematically organized theoretical knowledge complexes. Professionals can also be interpreted as personal interpretations of positions based on the expectations of the environment and on a systematically organized and transferable knowledge base [5]. So like work-based learning (WBL), teachers are prepared, especially with regard to the skills required when learning in the classroom [6]. Even the findings suggest that while most teacher work reflects new elements of professionalism (e.g., skills defined by organization, competition, and so on) [7]. But in this article, researchers will focus on the variables of the assignment model and learning media that are the main components in the teaching learning process.

As a professional in education, teachers should design interesting learning. Therefore, there needs to be the accuracy of the support of learning components, especially with regard to the use of learning models and

learning media. This is because both components are determinants of learning success [8].

In previous research conducted by Thaariq [9] shows that teachers have been professional in carrying out learning in the classroom, judging by the media and learning strategies implemented. This is because each respondent's answer is accompanied by responsible reasons. So that the teacher has been professional in carrying out his duty to teach students. In addition, other research that conducts teacher training reveals that training will be able to maximize the competence of teachers who are more qualified [10]. From these two studies, it illustrates the importance of achieving teacher competence in order to improve the quality of learning of students.

Therefore, researchers are interested in revealing data on the perception of elementary school teachers in the management of learning in the classroom. This data can be an overview for other researchers or teachers in managing learning, especially in the online world as it is today. So that the quality of learning can be improved.

## 2. METHODS

In carrying out the study, researchers used a type of mixed research approach which means combining quantitative research with qualitative research. According to Sugiyono [11], This method is a method that combines or combines quantitative methods and qualitative methods to be used together in a research activity, so that more comprehensive, valid, reliable and objective data is obtained. This method belongs to concurrent embedded, which is between quantitative and qualitative methods equally primary. The respondents in this study were primary school teachers who had taught and the spread was random. The number of respondents in this study was 23 people. The length of the research is done for 2 months. The technique in data collection uses questionnaires distributed online to elementary school teachers and then the results are analyzed descriptively. The data collection procedure that the author did refers to Arikunto's opinion [12], i.e. (1) formulate the objectives to be achieved with a questionnaire, (2) identify the target variable, (3) describe each variable into a more specific sub variable and (4) determine the type of data collected

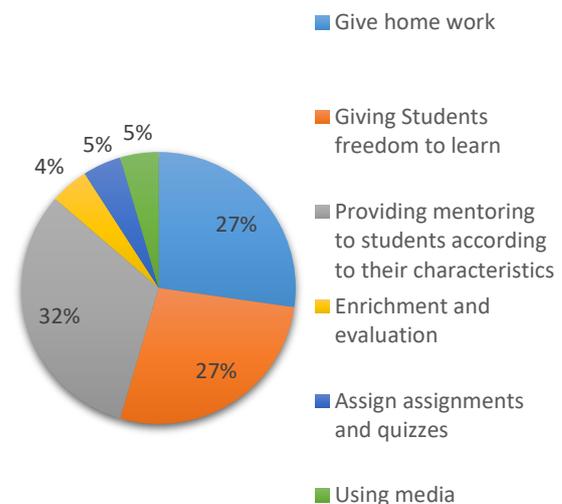
The steps in carrying out this research are in accordance with Sugiyono's customized design, namely (1) problems and formulations of problems, (2) the cornerstone of the theory, (3) the collection and analysis of quantitative and qualitative data, (4) the presentation of data and (5) conclusions and suggestions. The results of this study reveal the diverse professionalism of primary school teachers in managing learning in the classroom, judging by the point of view of model and media selection. Through this research can be used as a reference, both for researchers in developing educational

research and for teachers as a reference in learning management.

## 3. RESULT

In the implementation of learning in the classroom, teachers have a variety of models used in achieving the specified learning goals. In this article would present a chart along with a table of reasons given. The questions in this study are more daily so that respondents can easily answer each given question.

On the question of how to teach to achieve learning goals, here is the graph.



**Figure 1** Graphs of teaching ways to achieve their learning goals.

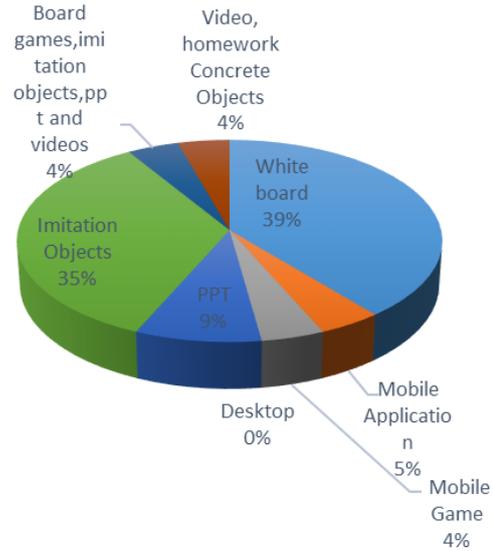
In the graph data presented, there are teachers who tend to give homework as much as 27 percent, give students freedom in learning as much as 27 percent, accompany students according to characteristics as much as 32 percent, provide enrichment and evaluation 4 percent, give assignments and quizzes 5 percent and tend to use only media by 4 percent. The reasons why teachers use this way are presented through the following table 1.

From the various reasons expressed can provide conclusion that primary school teachers already have professionalism in the selection of teaching methods to achieve established learning goals. The professionalism is seen from various reasons expressed by respondents, especially in adjusting the conditions and situations that exist.

On questions relating to learning media that teachers tend to use are produced through the following graphic images.

**Table 1.** Reasons for the selection of teaching methods in achieving instructional objectives

| Respondents | The reason for choosing this teaching?   |
|-------------|--|
| 1           | Achieving instructional goals  |
| 2           | Because if only working on thematic books in the school takes a long time while the teacher must finish according to the specified theme.  |
| 3           | because the ability of low students needs to be supported by tasks at home with parents  |
| 4           | Because each student's characteristics were different  |
| 5           | providing homework as enrichment so that students indirectly prepare the next material, evaluation at the beginning of each teaching learning activity to measure students' knowledge of the material received yesterday |
| 6           | Each child's abilities are not same  |
| 7           | Teachers need to be better able to know their students' characteristics - however, students have different ways of understanding learning  |
| 8           | They can re-learn  |
| 9           | Each child has different characteristics so the teaching also requires a different way. Especially in inclusion classes  |
| 10          | To find out how many children have understood and received the material  |
| 11          | Good learning is according to the characteristics of each student.   |
| 12          | The child is different, so needs mentoring according to her or his characteristics   |
| 13          | Because students' abilities are different and include their nature   |
| 14          | To make students feel more comfortable in learning and not feel restricted in learning   |
| 15          | Students are unique with different learning abilities... so that the way students think is also different levels. Mentoring is necessary given that there are several levels of students' ability to absorb material     |
| 16          | Students learn according to their way of capturing material so teachers only as facilitators in providing materials and briefings  |
| 17          | because homework is a reflection of the learning that has been done  |
| 18          | -  |
| 19          | Let students truly understand the materials taught   |
| 20          | To know the interests and talents of students according to their needs   |
| 21          | By using media we can achieve the goal of contingency and students will be more interested   |
| 22          | Because by providing homework students will be more responsible  |
| 23          | By giving students freedom by learning students can explore their will and foster curiosity. But in this granting of freedom there is also guidance from teachers to direct  |



**Figure 2** Media that tend to be used.

In the Figure 2 above shows the tendencies use of media for primary school teachers. Based on images on the graph showing, teachers used 39 percent whiteboards, 35 percent mock objects, 9 percent powerpoints, 5 percent mobile apps, 4 percent mobile games, use video, home tasks and 4 percent concrete objects and use board games, artificial objects, powerpoints and 4 percent video. The reasons for the use of such media are presented through the following table 2.

From the various reasons expressed can give a conclusion that primary school teachers already have professionalism in the selection of teaching media to achieve established learning goals. The professionalism is seen from various reasons expressed by respondents, especially in adjusting the conditions and situations that exist.

#### 4. DISCUSSION

##### 4.1. Teacher Competencies: Pedagogy, Personality, Social, Professional

The role of teachers is very decisive in efforts to improve the quality of formal education. Therefore, teachers as learning agents are required to be able to conduct the learning process in the best possible way, in terms of educational development [13]–[15]. This involves short-term strategies focused specifically on understanding/learning/education that refer to skills [16]. Educators are education staff who qualify as teachers, who participate in organizing education. The consequences of teachers as professional educators require several things, namely academic qualifications and competencies.

**Table 2.** The reason for choosing that media

| Respondents | Why Choose this media?  |
|-------------|---|
| 1           | Easier to use   |
| 2           | Because to use the projector takes time in installation   |
| 3           | I can't yet to design media due to activities outside the crowded classroom   |
| 4           | Easier to find  |
| 5           | In accordance with students' interests and student favorite activities  |
| 6           | School infrastructure are limited   |
| 7           | Make use of the technology available in schools, and can add a lot of games in his PPT, and make media pictures in the PPT that colour full usually for low grades. |
| 8           | Because it's real so young to remembering students  |
| 9           | Make it easier for students to learn and understand concrete objects  |
| 10          | In accordance with school availability  |
| 11          | Easy to reach and access in today's era. In addition, it further directs students to learn and take advantage of existing technology to be positive                 |
| 12          | Cheap, easy, already provided   |
| 13          | Because there's at school.  |
| 14          | Because the PPT can be inserted visual media and audio visuals so that students are more interested in paying attention to learning                                 |
| 15          | Considering the level of students absorbing different materials with the help of real media is able to make them absorb and understand the material more easily     |
| 16          | To make learning process students more enjoyable and attached students' memories  |
| 17          | because there are still limited infrastructure facilities   |
| 18          | -   |
| 19          | Cannot using electronic media because only a few classes have it  |
| 20          | Students are easier to understand the material directly by looking at original objects or media and can be observed or tried  |
| 21          | With imitation objects students can figure out something that has never been seen   |
| 22          | Elementary school kids love concrete objects  |
| 23          | Artificial objects or concrete media, so that students can directly touch the object.   |

Teachers are required to have academic qualifications, competencies, educator certificates, physical and mental health, and have the ability to realize national educational goals. Academic qualifications are obtained through a bachelor's degree in higher education or four diploma programs [17]. Teacher competencies include pedagogical competencies, personality competencies, social competencies, and professional

competencies obtained through professional education [18].

In pedagogical competencies, in the mandate stipulated in the Law mentioned the ability to manage the learning of students. These abilities such as pedagogical knowledge, reflective abilities, emotional intelligence and learning communication patterns [19]. Pedagogical knowledge is everything that is known and is the basic level of the human way of thinking [20]. Reflective abilities are associated with intellectual ability and manifested as mental activity of thinking, reasoning, solving problems for reflective abilities [21]. Teacher emotions contribute to attitudes and readiness to support or reject students and become an early stage to maintain relationships [22]. And communication is a unified activity in life. In education it is called learning communication where the communication is patterned and designed specifically to change the behavior of the target in a better direction [23].

In the mandate of Law No. 20 of 2003 [1] the National Education System states that pedagogical competencies include several aspects, namely (a) the characteristics of students, (b) learning theory and learning principles, (c) curriculum development, (d) learning activities, (e) the development of potential students, (f) communication with learners, and (g) assessment and evaluation. When a teacher has pedagogical competence, it will have a huge effect in the interaction of learning. Students become more caring, served, valued, listened to, strengthened by giving positive words, guided, experienced learning can develop their potential [24], [25]. Violence will not arise if the application of pedagogical competencies is carried out into learning interactions [26].

On personality competency, Mulyasa states that the teacher's personality really determines the student's personality. Teachers who in everyday life behave well [27], disciplined, friendly, courteous in appearance and manner of speaking and able to provide solutions to problems faced by students is said to have a good personality or have a noble character. Teacher personality is often used as a high parameter or low teacher authority in the eyes of students and society. Authoritative teachers have an inner light that can draw their students' attention to receive, enjoy, respect, obey and emulate their good attitudes and deeds both inside and outside learning activities. The authority of a teacher is the result of a long process until a teacher has maturity both physically and spiritually, has fixed life ideals and perspectives, and is formally presented with a certificate as proof that the teacher has fulfilled the competence to carry out the responsibilities of the profession as a teacher [28].

In the social competencies found in the Law is the ability of teachers to communicate and interact effectively and efficiently with students, fellow teachers, parents/ guardians of students, and the surrounding

community. In the global digital age, where technology enables services, production, and processes in organizations to become automated, students' digital skills must be comprehensive and inclusion [29], [30].

So, in this case the skills in integrating thoughts, feelings and behaviors to achieve tasks and social outcomes are appreciated in the context and culture that it experiences as a learning experience [31].

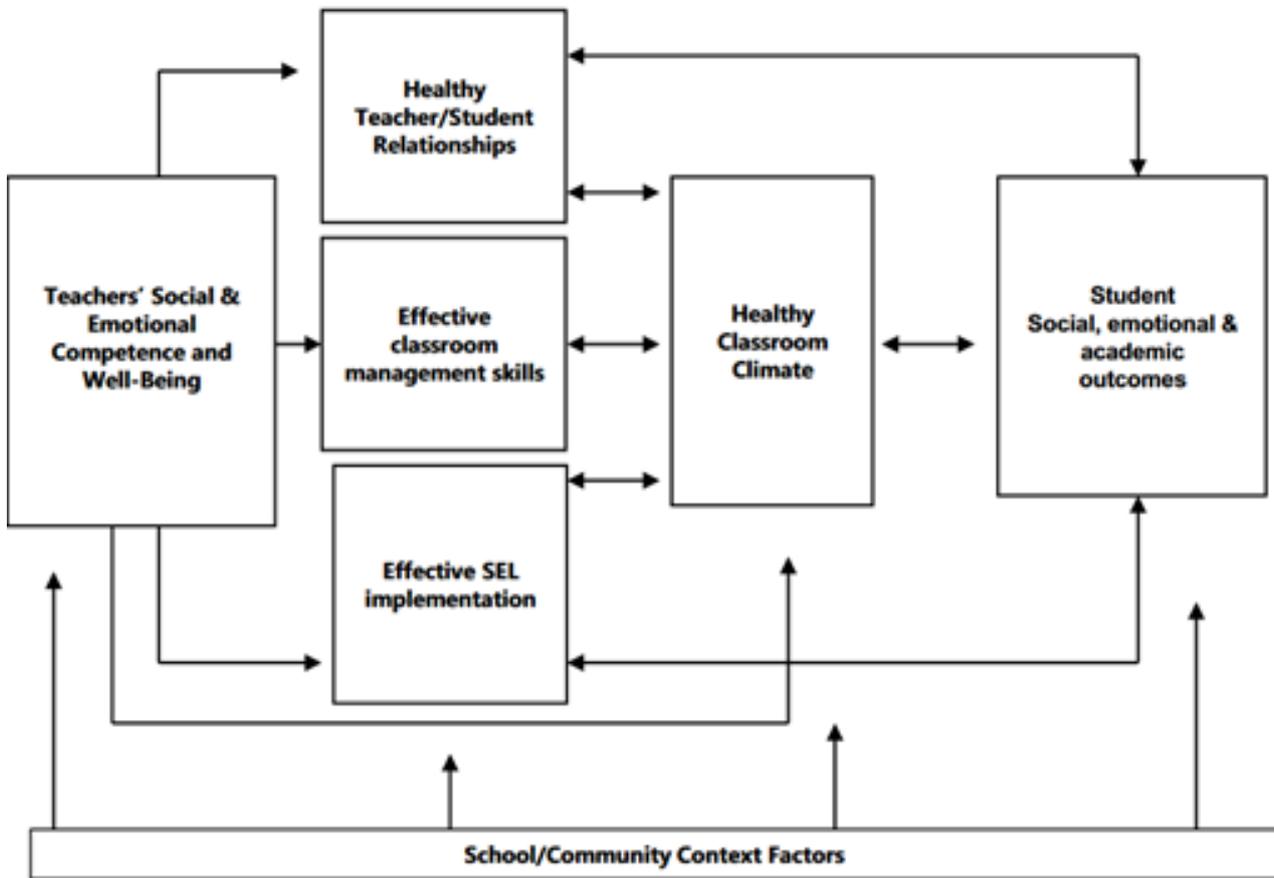


Figure 3 Teacher's Social Competency Relationship to Students' Social Tendencies [32].

From the picture represents the importance of the social ability of teachers in the process of teaching learning activities. Because this competency has a huge impact on the social relationships that students have, so this kind of thing needs to get attention.

In this article as a whole will discuss about professional competencies. This competence is important given the aim of preparing the next generation who will tend to be abstract in the future.

#### 4.2. Professional Competency of Primary School Teachers in Learning

Since 1920s, the issue of teacher qualifications, which can guarantee their effectiveness, has been of concern not only to pedagogy, but also to those in charge of staffing schools with qualified professionals [33]. The concept of professional competence is an effort in the path to the success of a teacher [34]. Based on the definitions of multiple domains, competencies can be defined as the

skills, knowledge, attitudes, and motivational variables that form the basis for mastery of a particular situation. According to this approach, skills, knowledge, attitudes, and motivational characteristics are not innate, but can be learned and thus taught. The term "professional competence" is the application of concepts for work life, especially in highly complex and demanding professions, where mastery of situations mainly depends on the interaction of knowledge, skills, attitudes, and motivations [35].

In the mandate of the Act on teachers and lecturers [18], it is mentioned that the professional competence of teachers/lecturers is the ability to master the subject matter broadly and in depth. As a modern teacher, professional competence is not only related to material mastery, but aspects of empathy, humanity, love, collaboration and patience also need to be considered [36].

This is no exception for teachers at the elementary school level. Because with the age of children who tend to be under 12 years, there needs to be a learning oriented in realizing the activeness of learning. So that the children are able to develop well. In addition, make the figure of elementary school teachers who can be exemplified by anyone, such as students, superiors, peers, communities and families. If this is the case then it stands for the word “GURU” as a person who digugu and ditiru (Sunda version) [37], [38].

Therefore, as a professional primary school teacher, it is important to understand the development of students. In addition to meeting the qualifications of teacher competency, it is also to prevent various obstacles or problems that may hinder the development of children, especially primary school children. Everyone has the same developmental aspect but has the ability to develop different aspects of development [39]. Every human being has their own advantages and disadvantages as well as elementary school children. Some excel academically but are low in terms of nonacademics, some excel at cognitive aspects but are low in social aspects and vice versa. This is due to several factors, namely gene factors and environmental factors [40].

Therefore, professional teachers cannot stand alone. The sensitivity of parents, school environment, family and community is very helpful in improving their learning motivation as early as possible, so that students can still learn in accordance with the expectations of teachers and parents [41], [42].

## 5. CONCLUSION

As the mandate stipulated in the Act requires a professional teacher to build competitive students and their maximum potential. Thus, the conclusion of this study is that there are various media selections and models that primary school teachers do to achieve the goals of learning that have been set accompanied by the reason for the selection. Surely teachers must be trying to improve their professionalism in the educational process so that learning goals can be achieved. Therefore, the support of various educational actors is necessary for further research, so that the research that the authors do can be useful in the future.

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