

# The Primary School Teachers' Competency Profile in Utilization of Thematic Learning Media

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**Abstract**—Teacher's competence in the use of instructional media is important in learning component. These competencies include how the teacher's ability in designing, developing and using instructional media. This research study aims to describe Elementary School teacher competence profile in Yogyakarta in utilization of thematic learning media. This research is a descriptive research with qualitative approach. The data collection techniques were conducted by interviews, observation and documentation study. The subjects of the research were low-grade elementary school teachers in Yogyakarta. The sample was chosen based on the region where the teachers work (random sampling area) that is elementary in the downtown area, West, East, South and North of the city. The results showed: (1) a variety of thematic learning media used by teachers include print media (books), images, appropriate media engineering, internet, realia and interactive multimedia, (2) the use of a variety of instructional media shows that awareness of the teachers that he/she is not the only source of learning in thematic learning activities, (3) the competence of teachers in utilization of thematic learning media in the excellent category. This includes the capabilities in designing, producing and using thematic learning media in the learning activity at primary school.

**Keywords**—teacher; competence; learning media utilization

## I. INTRODUCTION

Teacher is a major component in the learning process at school who determines the success of learners. The most important factor in learning is the teacher [1]. Teaching is a custom of a teacher in performing his duties as an educator. The learning process occurs when the interaction between teachers and learners or otherwise generated by behavioral changes that are in the form of new knowledge, insight strengthening and experience. The qualified teachers are required to be able to manage an optimal learning in the classroom in order to achieve quality learning. This quality learning can only be done by professional teachers in carrying out their duties as professional educators.

The ability to manage the quality learning including the ability to utilize the learning media since the teacher is no longer the only source of learning. The paradigm shift which was teacher-centered learning to be student-centered learning requires teachers to have the ability to design, use and create

quality learning media. It is necessary to be done to provide rich learning resources to students.

Learning media is one of important component in learning, both in teacher-centered learning and student-centered learning. In a teacher-centered learning, the use of media will support the presentation of teaching while in student-centered learning, the students are the main users of learning media [2]. The use of diverse media will help students to learn, foster student's motivation and learning will be more effective, efficient and enjoyable. But, in fact, the utilization of the media in thematic learning is still less applied. Textbooks are still as the main media without providing a varied variety of instructional media and it has something to do with the student's motivation and learning outcomes which is not optimal.

This is due to lack of competence and skills of teachers in the use of instructional media. Based on pre-research observations at elementary schools in Yogyakarta, it showed a lack of teachers utilizing thematic learning media due to several factors, among others; 1) the limitations of the media, 2) the limited ability of teachers and 3) a lack of time. Based on this phenomenon, it is considered necessary to conduct a study on teacher competence in the use of media that includes media planning, using the media and producing instructional media in thematic learning at primary schools in Yogyakarta.

Based on the above phenomenon, the study in this research focused on two things, namely; 1) What is the variety of media that are used in thematic learning of primary school in Yogyakarta? and 2) How is the teachers' competence in the use of thematic learning media of primary school in Yogyakarta which include designing, producing and using instructional media? Both focuses of this study are aimed at primary school level, especially in the lower classes, they 1<sup>st</sup>, 2<sup>nd</sup>, and 3<sup>rd</sup> grade of primary school. The consideration of the study focused on elementary school's lower grades (1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> grade) is that those grades have been implementing the thematic learning at primary school longer than other grades. It means the thematic learning pattern has been highly mastered by low-grade teachers in the classroom. Besides, the lower grades at primary school are important grades which provide basic concept for the upcoming learning of the next grades.

The purpose of this research study is to obtain an overview of a variety of learning media used by teachers in thematic learning in lower grade of primary schools in Yogyakarta. In addition, it is also to analyzing how far the teachers' competence in the use of thematic learning media in the lower grades of primary school in Yogyakarta. The competence of media use may include the ability of the media to design, to produce and to use of learning media.

Teacher's competency is the ability of a teacher to perform his/her obligations responsibly as an educator. Teacher who has been declared competent in certain subject is the one who masters the work skills or expertise in accordance with the demands of the relevant work field. Professional work is the work done only by those who are specifically prepared for it and not the work done by those who unable to obtain another job [3]. It means that the teacher is one of the special skills or professional work.

The success of teachers in performing their duties is determined by the four competencies, namely pedagogical, personality, social and professional. The following are described in detail the four competencies that must be owned by the teacher. Pedagogical competence is the ability to manage learning that includes an understanding of the learners, the design and implementation of learning, evaluation of learning outcomes, and the development of learners to actualize various potentials. Teacher's pedagogical competence includes; a) The mastery of the learners' characteristics which includes physical, moral, social, cultural, emotional and intellectual aspect, b) the mastery of learning theory and principles of educating learning, c) The ability to develop a curriculum that is associated with the subjects he/she teaches, d) Organizing the educational development activities, e) Making use of information technology and communication for the educational development activities, f) Facilitating the students' potential development to actualize their potential, g) Communicate effectively, being empathy and polite towards the students, h) Assessing and evaluating the process and learning outcomes, making use the assessment and evaluation result for the learning importance, and i) Conducting reflective actions for increasing the graduates.

Personality competence is a competency that actually can be trained, but it requires a lot of time. This is the steady, stable, mature, wise, authoritative personality, becomes a role model for students and noble. Teachers must have a trait stable personality, so that they could be inspiration for students. The competency criteria attached to the teacher's personality competencies include; a) acting in accordance with religious norms, legal, social, and national culture of Indonesia, b) presenting themselves as person who are honest, noble, and being role model for the students and the public as well, c) presenting themselves as a people who are steady, stable, mature, wise and authoritative, and d) showing the work ethic, high level of responsibility, a sense of pride to be a teacher and confident.

Social competence is the ability of teachers as part of the community to communicate and interact effectively with students, fellow teachers, staff, parents / guardians of students and the surrounding community. Teachers must demonstrate good social communication skills with students, colleagues,

principals, and society broadly. Teachers' social competency criteria include; a) acting objectively and not discriminatory, b) Communicating effectively, being empathetic and polite with fellow educators, staff, parents and community, c) adaptable on duty in the entire territory of the Republic of Indonesia which has social and cultural diversity, and d) communicating with their own profession community and other profession communities orally and in writing or in other forms of communication.

Professional competence is the ability of mastering learning materials widely and deeply that allows the integration of learning content with strengthening ICT and guiding the students to meet the standards of competence specified in the National Education Standards. The criteria of the teachers' professional competence include; a) Mastering the material, structure, concept and mindset of science that supports the subjects of teaching, b) Mastering the standards of competence and basic competences of the subjects / fields of development of teaching, c) Developing the materials of teaching creatively, and d) Developing the information technology and communication to communicate and to develop themselves.

In this study, the teachers competence in the use of learning media belongs to the pedagogical competence and professional competence. The Utilization of learning media ranging from media to design, develop and use the media in the media thematic learning in primary school in an effort to create quality learning.

Thematic learning began to be implemented in the elementary school level since the enactment of the Education Unit Level Curriculum in 2008 to the lower grades and to all grades on the Curriculum of 2013. The role of the media in the learning activities is very important, especially for linking content of the learning materials. The fact is the thematic learning no longer delivers the learning materials separately.

Thematic learning media is not different with other learning medias in general, because media is a set of various types of components in students' environment which can stimulate them to learn [4]. Those various types of learning media are affected by the development of technology, so that its variety ranging from the simple to the complicated and sophisticated ones. Media divided into six media basic categories, namely; Text, Audio, Visual, Video, Engage (manipulative) and people [5]. The characteristics of the different learning medias have their own advantages and disadvantages. A teacher is expected to select and sort of appropriate learning media in accordance with the teaching materials he/she wants to deliver.

Selecting and sorting out a media format is the competence of a teacher in order to create quality learning. When choosing any media format, certain learning situations or characteristics of groups or individuals need to be considered by the teacher. It includes the students' characteristics and learning strategies that will be used.

Thematic learning combines learning materials in a unified theme of the piece. At the elementary school level, teachers in particular combine content and skills from various fields of study and provide an environment which rich in learning activities including diverse learning medias.

Based on the above explanation, it can be concluded that the media is diverse, consisting of a visual media, auditory media and audio-visual media. The media also has different characteristics, therefore every teacher needs to have the ability to take advantage of learning media in accordance with students' characteristics, characteristics of the materials and thematic learning objectives.

Learning is a system, because it contains the components which are interrelated and influence each other in order to achieve the goals set. These components include the objectives, materials, methods, media and evaluation. Each component is closely interrelated that is a unity that can be observed in the following figure;



Fig. 1. The position of the media in learning

Based on the picture above it can be seen that the planning process of learning can be seen and the process of learning always begins with the formulation of special instructional objectives as the development of general instructional objectives. Thus, it can be concluded that the existence or status of the media in supporting the learning process is one of the important components if it is designed and used properly as needed.

There are several considerations in selecting media, among others: (1) the accuracy of the learning objectives, it means that the media is selected on the basis of instructional objectives which have been established, (2) the support for learning materials, it means the learning material which its nature are principles, concepts and generalizations really needs the help of the media to easily understood by students, (3) the ease of obtaining media, it means the media should be easily obtained, (4) the skills in use, (5) there is time allocation to use it, (6) in accordance with the level of student's thinking. In selecting the media should refer to the following criterias, namely; 1) accuracy with the purpose of teaching, 2) support for the content of teaching materials, 3) ease of obtaining media, 4) skills of teachers in using it, 5) time allocation to use it, and 6) in accordance with the level of student's thinking [6].

There are some general principles which are used in the creation of learning media, among others: 1) Visible: easy viewing, 2) Interesting: charming, 3) Simple: not complicated, 4) Useful: useful for students, 5) Accurate: right on target, 6)

Legitimate: legitimate and reasonable, and 7) Structured: well structured and coherent.

**II. METHODS**

This type of research used in this research is descriptive research by using percentage descriptive quantitative research methods. This due to the research data, which is in figures, will be described in the form of percentage to determine how the competence of teachers in the use of thematic learning media in primary school. This descriptive study outlines the steps to take planning (preparation of proposals, drafting instruments, seminar proposals and instruments), data collection, data analysis, and reporting.

The population in this study are all elementary school teachers in Yogyakarta. The sample in this research are some of elementary school teachers in Yogyakarta. The sampling technique is based on the region where the teachers work (random sampling area) that is elementary in the downtown area, West, East, South and North of the city.

This study uses the questionnaire method supported by interviews and observation. The Questionnaires are open and closed questionnaires. Open questionnaire is used to reveal a variety of thematic learning media used by teachers so far, while closed questionnaire is used to obtain the data relating to the level of teachers competence in the use of thematic learning media in lower grade of primary school made by the teachers during this time. To measure the utilization of instructional media, the questionnaire used Likert scale form. Likert scale was used to measure attitudes, opinions, and perceptions of a person or group of people towards social phenomena.

In addition to the questionnaire, interviews and observations were conducted to reveal a variety of thematic learning media used in thematic learning and reveals how teachers use the media in thematic learning.

This research used percentage descriptive statistical analysis. Descriptive statistics are statistics used to analyze the data that has been collected by describing data without any intention to make a conclusion that applies to the public. This presentation of data analyzed using descriptive statistical analysis is the calculation of percentages. Interval data was found in variable levels of instructional media utilization so the data analysis used quantitative descriptive of the mean score more, it is the analysis with quantitative descriptive technique based on the percentage of respondents' responses in the study.

**III. RESULT AND DISCUSSION**

This study took place in some elementary schools in Yogyakarta as a population and a sample taken on the basis of the downtown area, West, East, South and North of Yogyakarta, both government primary schools and private primary schools, they are:

TABLE I. POPULATION AND SAMPLE

| No.          | School | Total number of teachers |
|--------------|--------|--------------------------|
| 1            | SD A   | 4 people                 |
| 2            | SD B   | 6 people                 |
| 4            | SD C   | 6 people                 |
| 5            | SD D   | 6 people                 |
| 6            | SD E   | 4 people                 |
| 7            | SD F   | 2 persons                |
| 8            | SD G   | 6 people                 |
| 9            | SD H   | 6 people                 |
| <b>Total</b> |        | <b>40 people</b>         |

The research subjects in this study were 40 teachers consisting of 15 men and 25 women. 18 teachers from primary schools and 22 teachers from private schools. Based on the educational background, there were 5 teachers with Diploma III degree and 35 teachers with bachelor degree of elementary school teacher education. Here is the presentation of the data by gender and educational background of teachers.

Based on gender, the number of teachers is dominated by women (82%) and the rest are men (18%). Most of them have Strata 1 (bachelor) educational background of 35 people (87.5%) and 5 persons or 12.5% with Diploma III levels. In terms of the distribution of research subjects which is based on teaching experience, there were 8 people with teaching experience of less than 10 years, 20 teachers with 11-20 years of teaching experience and 10 teachers with teaching experience of more than 20 years.

After performing field data processing, this research obtained data information as illustrated in the following diagram.

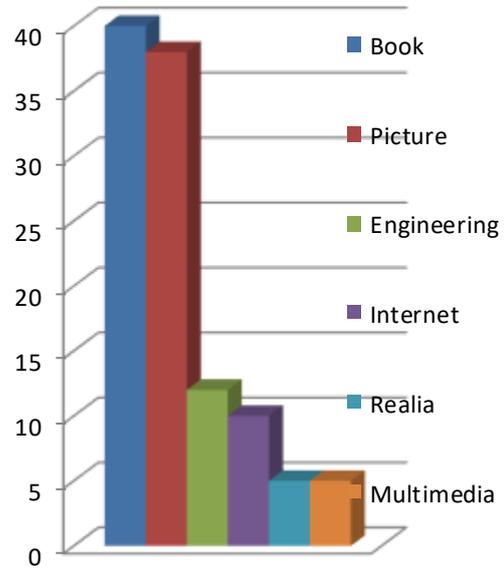


Fig. 2. Variety of thematic learning media

The above chart informs that there are six types of categories of learning media used by the teachers in the thematic which include books (print media), pictures, engineering (appropriate media), the internet, realia, and interactive multimedia. The book (print) media is the most widely used in the thematic learning.

In addition to books, the most widely used media is pictures. This was revealed in the interview that the reason why media of pictures becomes the most frequently used after the the book is because the pictures can be presents easily in learning activities. The types of media which were least used are realia media and interactive multimedia. The lack of the use of interactive multimedia related to the availability of the media and also due to the limited ability of teachers to use them [7].

The data shows the indication to the low capacity of ICT mastery of the teachers in integrating technology in their learning process. The situation is worse when in the interview, the teachers expressed their difficulty to up date their ability towards ICT. There is even a tendency to avoid to the use of interactive multimedia in learning activities.

However, based on the diversity of the type of media used in the learning activities, it is found that there have been many kinds of learning media used by the teachers. This indicates that teachers have an awareness that the teacher is no longer the only source in thematic learning activities. The characteristics of thematic learning model that requires a diversity of sources requires teachers to use a variety of learning media.

In this research, the competence in the use of learning media includes the ability to design, produce / create and use instructional media in thematic learning activities. Here, it will be presented the profile of teachers competency in the use of thematic learning media at primary school as follows:

#### A. *The Ability to Design Thematic Learning Media*

The result of the calculations of questionnaire research on the ability of teachers in designing media thematic learning in elementary school are as follows: 20 teachers (50.0%) are in the excellent category, 12 teachers (30%) are in good categories, while 5 teachers (12.5%) are in fair categories and 3 people (7.5%) are in less category. It shows that there are many teachers who have the ability to design thematic learning media. Based on the background of teaching experience, the teachers who are categorized as less are the teachers who have teaching experience less than 10 years. This indicates that the teaching experience have important role in the teacher's ability to hone in designing thematic learning media.

The ability to design learning media includes the ability of teachers to adjust the appropriate media based on learning objectives, define the media based on the characteristics of students, learning strategies, take into account of the existing resources / available and be able to analyze the characteristics of the material to be made into the media of learning.

#### B. *The Ability to Produce Learning Media*

The results of the research questionnaire calculation of teacher's ability to produce thematic learning media at primary school is as follows: 18 teachers or 45% of teachers in the category of very well, 7 teachers (17.5%) are in good categories, while 10 teachers (25%) are in fair categories and 5 teachers (12.5%) are in less category. These data shows that most teachers already have the ability to produce thematic learning media.

But from the interviews, it was found that the learning media produced by the teachers is merely a simple learning media (little media) such as image media, appropriate media that supports the practical activities of students and power point. The teachers still find it difficult to develop complex media which requires creativity and the ability of computers operation and ICT mastery. This indicates that the ability to produce media teachers is still limited to certain types of media which is in the form simple media and the computer literacy (ICT) of the teachers are not good enough.

Based on the background of teaching experience, the teachers who are categorized as less are not only teachers who have teaching experience less than 10 years but also the teachers who have teaching experience of over 20 years, both of them still find it difficult in producing learning media. This is an interesting finding because it indicates that teaching experience does not become actively involved in honing the ability of teachers in producing thematic learning media. If it is associated with the results of interviews and questionnaires, it was found that the teachers do not join the training of development of thematic learning media, they even to attend the training of lesson plans and curriculum development.

#### C. *The Ability to Use Thematic Learning Media*

The results of calculation of the research questionnaire on the ability of teachers to use the media thematic learning in elementary school are as follows: 22 teacher or 55% of teachers are in the category very well, 15 teachers (37.5%) are in good categories, while 3 teachers (7.5 %) are in fair

categories and there is no teachers in the category of less (0%). These data indicate that most of the teachers already have the ability to use the thematic learning media.

This is supported by the observation data in the learning activities that teachers use the image media to support the textbooks media in the learning activities in the classroom, and the media were the work of teachers' development. It was found in the interviews that the media produced by the teachers is merely a simple learning media (little media) such as the pictures, appropriate media that support the practical activities of students and power point because it's easier to produce even easier to get. The teachers still find it difficult and complicated when they have to develop complex media which requires creativity and requires the ability of computer operation and ICT in its development [8]. It indicates that the teachers' ability in producing the media is still limited to certain media, that is simple media and the ICT mastery of the teachers is not good enough.

#### IV. CONCLUSION

Based on the research results and discussion in this study, it can be concluded as follows:

- The variety of thematic learning media used by the teacher in the learning activities include print media (books), images media (visual), engineering media (appropriate), internet media, realia and interactive multimedia. The use of diverse learning media is a requirement of thematic learning patterns that requires a variety of instructional media to support learning activities. This diversity also indicates an awareness of teachers that the teacher is no longer the sole source of learning activities.
- The teachers' competence in the use of media in general thematic learning (62.5%) is in the very good category. This includes the ability of teachers to design media (80%) is in good category and very good category. The teachers already considered the learning objectives, instructional strategies, student characteristics, resources available, and to analyze the characteristics of materials in designing learning media which will produce media and use thematic learning media in the activity of thematic learning media designing. In the capability of producing the media, 62% of the teachers are in the good category and very good category. However, the teachers still tend to use very common procedure. Although they started it from the analysis of the needs, but the specific steps in the production of media tend to be ignored. The ability of teachers to use teaching media is 92% in the good and excellent categories. The teachers already have a good awareness and understanding in the use of learning media in their learning activities, but the ability to integrate information technology and communication (ICT) still needs to be improved.

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