

ANALYSIS OF TEACHER COMPETENCY STANDARDS IN CREATING EFFECTIVE LEARNING AT SMP ALHILAAL KAMAL

Markus Marthen Somae^{1a}, Izaak Hendrik Wenno^{2b}, Paul Arjanto^{3c}

¹⁻³ Master of Educational Management, Postgraduate Program, Pattimura University, Ambon, Indonesia

aE-mail: markus.somae87@gmail.com

bE-mail: wennoiz@yahoo.co.id

cE-mail: paul.arjanto@lecturer.unpatti.ac.id

(*) Corresponding Author

markus.somae87@gmail.com

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ABSTRACT

This study aims to analyze the implementation of teacher competency standards in creating effective learning at SMP Alhilaal Kamal, motivated by the suboptimal translation of these competencies into actual classroom practice. Using a qualitative approach through interviews, observations, and documentation, the findings reveal that the implementation of pedagogical, professional, personality, and social competencies remains inconsistent, as teachers' awareness does not fully align with effective instructional practices and collaboration. Practically, this highlights the need for continuous academic supervision, systematic teacher development, and stronger professional collaboration. This study contributes to strengthening school-based teacher development by emphasizing that the holistic integration of all four competencies is essential for realizing effective learning.

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INTRODUCTION

Education plays a strategic role in developing qualified, skilled, and character-based human resources. In the twenty-first century, schools are expected to prepare learners who are not only academically capable, but also critical, creative, collaborative, communicative, and adaptive to social and technological change. Within this context, teachers occupy a central position because the effectiveness of learning is strongly influenced by their ability to plan, implement, manage, and evaluate instruction. Learning will not become effective if teachers only master subject matter but fail to understand students, manage classrooms, communicate learning objectives, and build meaningful interaction.

The Indonesian Law Number 14 of 2005 on Teachers and Lecturers states that teachers must possess four core competencies, namely pedagogical, personality, social, and professional competencies. These competencies represent the foundation of teacher professionalism. Pedagogical competence refers to teachers' ability to understand learners, design learning, implement instruction, evaluate learning outcomes, and develop students' potential. Professional competence concerns mastery of subject matter, curriculum content, and learning strategies. Personality competence is reflected in maturity, discipline, integrity, responsibility, and exemplary conduct. Social competence includes the ability to communicate and interact effectively with students, colleagues, parents, and the community (Undang-Undang Republik Indonesia Nomor 14 Tahun 2005; Kunandar, 2011; Suyanto & Jihad, 2013).

The implementation of teacher competencies has become increasingly important in the context of the Merdeka Curriculum. This curriculum emphasizes student-centered learning, differentiated instruction, formative assessment, contextual learning, and meaningful learning experiences. Teachers are expected to function not merely as transmitters of knowledge, but as facilitators who guide students to develop academic competence, character, and life skills. In this regard, pedagogical competence is needed to design learning that is relevant to students' needs; professional competence is needed to ensure the accuracy and depth of subject matter; personality competence is needed to build discipline and character; and social competence is needed to develop constructive communication among teachers, students, parents, and school communities (Uno, 2007; Mulyasa, 2013; Suyanto & Jihad, 2013).

However, the implementation of teacher competency standards in schools is often not as ideal as expected. Previous studies show that teacher competence remains one of the major factors influencing the quality of classroom interaction, student motivation, and learning achievement. Teachers who have strong pedagogical and professional competencies tend to be more capable of designing meaningful learning, using varied methods, managing classroom dynamics, and evaluating students' progress effectively (Black & Wiliam, 1998; Darling-Hammond et al., 2020). Meanwhile, personality and social competencies are closely related to teachers' ability to build a positive classroom climate, guide students' behavior, and create supportive relationships with parents and colleagues (Wau, 2022; Silalahi, 2023).

Although many studies have discussed teacher competence, most of them tend to examine teacher competence in general or focus on one specific aspect, such as pedagogical competence or professional competence. There are still limited studies that analyze the four teacher competencies as an integrated framework for creating effective learning in small school contexts, especially in rural and semi-remote areas. This is an important gap because the implementation of teacher competency standards is strongly influenced by school context, leadership, facilities, teacher motivation, parental involvement, and local educational culture. Therefore, teacher competence should not only be examined as an individual attribute, but also as part of school-based quality improvement.

Initial observation at SMP Alhilaal Kamal, located in Kamal Village, Kairatu Barat District, Seram Bagian Barat Regency, showed several learning problems. Students' motivation and interest in learning were still low; some students talked and played during lessons; teachers tended to use conventional and less varied teaching methods; classroom management was not always effective; learning media were limited; and school facilities and funding were not fully adequate. These conditions indicate that teacher competency standards need to be examined as a basis for improving effective learning.

Based on this background, this study focuses on the analysis of teacher competency standards in creating effective learning at SMP Alhilaal Kamal. The research specifically examines the implementation of pedagogical competence, professional competence, personality competence, and social competence, as well as the supporting and inhibiting factors faced by teachers in applying these competencies. The contribution of this study lies in its attempt to explain how the four teacher competencies operate in real school practice and how these competencies influence the creation of effective learning in a specific school context.

METHOD

This study used a qualitative research design with a qualitative survey approach. The qualitative approach was selected because the study aimed to understand and describe the implementation of teacher competency standards in

natural school conditions. This approach allowed the researcher to explore teachers' experiences, school leadership practices, classroom realities, and the factors that support or inhibit effective learning. The researcher acted as the main instrument in collecting, interpreting, and analyzing field data (Moleong, 2007; Sugiyono, 2014).

The research was conducted at SMP Alhilaal Kamal, Kairatu Barat District, Seram Bagian Barat Regency, Maluku. The school was selected purposively because it had relevant learning problems related to teacher competence, classroom management, student motivation, and learning effectiveness. In addition, the school provided access for field research and represented a school context in which teacher competency development remains an important issue.

The research involved 21 informants, consisting of the school principal, the vice principal for curriculum, and teachers. Informants were selected using purposive sampling because they were considered to have direct knowledge and experience related to the implementation of teacher competencies and learning processes at the school. The principal was selected because of his role in school leadership and teacher supervision. The vice principal for curriculum was selected because of his responsibility in curriculum implementation and learning administration. Teachers were selected because they directly implemented pedagogical, professional, personality, and social competencies in classroom learning.

Data were collected through interviews, observation, and documentation. Interviews were used to obtain in-depth information about the implementation of pedagogical, professional, personality, and social competencies, as well as the factors that supported or inhibited effective learning. Examples of interview questions included: "How do teachers prepare lesson plans before teaching?", "How do teachers manage students with different learning characteristics?", "What difficulties do teachers experience in using learning media?", "How do teachers communicate with parents regarding student learning problems?", and "What forms of supervision are carried out by the principal to improve teacher competence?"

Observation was conducted to directly examine classroom activities, school conditions, teacher-student interaction, classroom management, use of learning media, student participation, and learning practices. Documentation was used to examine school profiles, teacher data, lesson plans, curriculum documents, attendance records, teaching journals, supervision notes, and other documents relevant to the research focus.

The data were analyzed through three stages: data reduction, data display, and conclusion drawing or verification (Miles & Huberman, 1994). Data reduction was carried out by selecting, simplifying, and categorizing relevant field data according to the four teacher competency standards and the factors influencing effective learning. Data display was conducted by organizing interview, observation, and documentation findings into meaningful categories. Conclusions were drawn by identifying patterns, relationships, similarities, and differences among findings.

Data validity was strengthened through source triangulation and method triangulation. Source triangulation was conducted by comparing information from the principal, vice principal for curriculum, and teachers. Method triangulation was conducted by comparing interview results with observation and documentation data. The credibility of findings was also strengthened through repeated reading of field notes, comparison between statements and observed practices, and confirmation of key information with informants. Ethical considerations were maintained by explaining the purpose of the research to informants, requesting their consent before data collection, and maintaining the confidentiality of personal information.

RESULT AND DISCUSSION

The findings indicate that the implementation of teacher competency standards at SMP Alhilaal Kamal has begun to appear in school practice, but it has not yet been carried out optimally and consistently. The four competencies—pedagogical, professional, personality, and social—are understood by teachers as important components of effective learning. However, their implementation still faces several limitations related to teacher preparation, learning media, classroom management, motivation, collaboration, facilities, and parental support.

Table 1. Summary of Teacher Competency Implementation at SMP Alhilaal Kamal

Competency Aspect	Implementation Findings	Improvement Needs
Pedagogical competence	Teachers understand the importance of classroom management, student characteristics, lesson planning, and evaluation, but learning devices and classroom practices are not consistently prepared.	Strengthen lesson planning, student diagnosis, varied methods, classroom management, formative assessment, and reflective evaluation.
Professional competence	Teachers try to master subject matter and teaching strategies, but preparation, media use, and professional development are not yet optimal.	Improve subject mastery, use of learning media, technology integration, lesson preparation, and continuous professional development.
Personality competence	Teachers are expected to be disciplined, responsible, mature, authoritative, and exemplary, but consistency in student guidance and classroom control is still weak.	Strengthen discipline, emotional control, responsibility, role-model behavior, and consistency between words and actions.
Social competence	Teachers communicate with students, colleagues, and parents, but collaboration and parental involvement remain limited.	Build stronger teacher collaboration, parent communication, empathy, inclusive interaction, and school-family partnership.
Supporting and inhibiting factors	Supporting factors include leadership, teacher willingness to improve, and basic facilities. Inhibiting factors include limited knowledge, motivation, cooperation, resources, and parental support.	Develop scheduled supervision, teacher training, MGMP activities, school-parent partnerships, and facility improvement.

Source: Research findings processed from interviews, observation, and documentation.

First, the implementation of pedagogical competence shows that teachers are aware of their responsibility to manage learning effectively. The principal emphasized that teachers must know their students, understand classroom conditions, and continuously improve themselves. However, interviews with teachers also revealed that lesson preparation and classroom implementation were not always optimal. Some teachers admitted that they had not consistently prepared learning devices or implemented pedagogical competence effectively. This finding indicates that pedagogical competence has been conceptually understood, but its implementation requires stronger supervision and professional assistance.

Pedagogical competence is crucial because it determines how teachers understand students' characteristics, design learning activities, select teaching methods, manage classrooms, and evaluate learning outcomes. In the context of SMP Alhilaal Kamal, weaknesses in lesson planning, varied learning methods, and classroom management have affected learning effectiveness. If teachers do not prepare lesson plans systematically, learning tends to become spontaneous, teacher-centered, and less responsive to students' needs. This condition may explain why some students become passive, talk during lessons, or show low motivation.

The findings are in line with Susanto et al. (2020), who emphasize that pedagogical competence is closely related to the quality of classroom interaction and students' learning engagement. Rahmah et al. (2025) also argue that pedagogical understanding provides a theoretical and practical foundation for teachers to organize meaningful learning. Therefore, pedagogical competence should not be understood only as administrative ability to prepare lesson plans, but as the ability to diagnose students' needs, design appropriate learning experiences, use formative assessment, and reflect on teaching practice.

Second, professional competence has also not been implemented optimally. Teachers understand that mastery of subject matter is not only the ability to know the content, but also the ability to communicate it in simple, systematic, and meaningful ways. However, several informants stated that some teachers were not sufficiently prepared before

teaching and tended to consider lesson preparation as routine. This condition reduces the quality of classroom interaction and limits students' understanding.

Professional competence is important because teachers must be able to connect subject matter with students' cognitive levels, daily experiences, and curriculum objectives. A teacher who masters content but cannot transform it into understandable learning activities may still fail to create effective learning. In this sense, professional competence is not separated from pedagogical competence. It requires teachers to understand the structure of knowledge, choose relevant examples, use appropriate media, and encourage students to think critically.

This finding supports the view of Suyanto and Jihad (2013), who state that professional teachers must continuously improve their knowledge, skills, and instructional strategies. Kunandar (2011) also emphasizes that teacher professionalism is shown through mastery of learning materials, curriculum understanding, and the ability to develop learning creatively. In the context of SMP Alhilaal Kamal, professional competence needs to be strengthened through subject-matter deepening, development of lesson plans, use of technology, peer discussion, MGMP activities, and participation in teacher professional communities.

Third, personality competence is reflected in the expectation that teachers should have good attitudes, authority, consistency, and exemplary behavior. The findings show that teachers recognize the importance of being role models for students. Nevertheless, some classroom situations still showed weak control, such as students being noisy during empty periods and insufficient teacher attention to students' character development. This suggests that personality competence must be translated into daily discipline, emotional maturity, responsibility, and consistent educational behavior.

Personality competence has a direct influence on the classroom climate. Students often learn not only from what teachers explain, but also from how teachers behave, communicate, respond to problems, and enforce rules. A disciplined and responsible teacher can create a learning atmosphere that is orderly and respectful. Conversely, inconsistency in teacher behavior may weaken students' respect and reduce classroom effectiveness. Therefore, personality competence is not merely a moral attribute, but an educational force that shapes students' attitudes and learning habits.

Wau (2022) explains that teachers play an important role in shaping students' character through example, guidance, and consistent interaction. This view is relevant to the findings at SMP Alhilaal Kamal because classroom control and student guidance still need improvement. Teachers need to strengthen consistency between words and actions, emotional control, responsibility in carrying out duties, and concern for students' character development. Personality competence becomes especially important when students have low learning motivation and need continuous guidance.

Fourth, social competence was found in teacher communication with students, fellow teachers, and parents. The principal emphasized that teachers should communicate learning and behavioral problems to parents and seek cooperation to guide students. However, the findings also show that cooperation among teachers and communication with parents were not yet strong. Teachers acknowledged that concern for students' development and collaborative interaction still needed improvement. Social competence must therefore be strengthened through teamwork, inclusive communication, and school-family partnership.

Social competence is important because learning effectiveness cannot be created by teachers alone. Teachers need collaboration with colleagues to discuss learning problems, share teaching strategies, and solve student difficulties. Teachers also need communication with parents because students' learning behavior is influenced by family support, study habits at home, and parental attention. If parental involvement is low, teachers may face greater difficulty in guiding students consistently.

This finding is consistent with Silalahi (2023), who emphasizes the importance of teachers' social competence in the learning process. Social competence enables teachers to build positive relationships, communicate effectively, and create a collaborative learning environment. In the case of SMP Alhilaal Kamal, weak parental involvement and limited teacher collaboration become important obstacles. Therefore, the school needs to develop regular

communication forums between teachers and parents, strengthen teacher teamwork, and create a more open school culture.

Fifth, the study identified several inhibiting and supporting factors. Internal inhibiting factors include limited teacher knowledge and skills, weak motivation and commitment, limited teaching experience, and insufficient cooperation among teachers. External inhibiting factors include limited learning facilities, less supportive school conditions, limited funding, and low parental involvement. These findings show that effective learning cannot be created only through individual teacher effort; it requires school-level management, leadership, facilities, and community support.

The supporting factors include school leadership, teacher willingness to improve, and the availability of basic learning facilities. Although facilities are still limited, the existence of basic resources can become an initial foundation for improvement if supported by strong leadership and teacher commitment. The role of the principal is crucial in this process. The principal needs to explain the meaning, objectives, techniques, and principles of teacher competency implementation at the beginning of each semester, monitor teacher performance, and provide follow-up through supervision and professional development.

The findings support the view that teacher competence is a major determinant of learning effectiveness. The four competencies should not be understood separately because they interact in classroom practice. A teacher who masters subject matter but lacks pedagogical skill may fail to make learning meaningful. A teacher who understands methods but lacks personality and social competence may struggle to build a conducive learning climate. Likewise, teachers who communicate well but lack lesson preparation may still have difficulty improving student learning outcomes. Therefore, the improvement of teacher competency standards must be carried out comprehensively and continuously.

In theoretical terms, this study reinforces the idea that effective learning is produced through the integration of teacher knowledge, instructional skill, character, and social interaction. Teacher competence is not only a set of formal requirements, but a practical capacity that appears in lesson planning, classroom management, student guidance, communication, evaluation, and reflection. In practical terms, the findings show that SMP Alhilaal Kamal needs a school-based teacher development system that is planned, monitored, and evaluated. This system should include academic supervision, peer observation, reflective meetings, MGMP participation, lesson plan review, learning media development, and stronger communication with parents.

CONCLUSION

This study concludes that the implementation of teacher competency standards at SMP Alhilaal Kamal has not been optimal and needs continuous improvement. Pedagogical competence is seen in teachers' understanding of classroom management, student characteristics, learning design, and evaluation, but lesson preparation and classroom implementation are still inconsistent. Professional competence is reflected in teachers' efforts to master material and teaching strategies, but lesson preparation, media use, and continuous professional development need to be strengthened. Personality competence is understood as discipline, responsibility, maturity, authority, and exemplary behavior, but consistency in classroom control and student guidance must be improved. Social competence appears in communication with students, colleagues, and parents, yet collaboration and parental involvement remain limited.

The most important finding of this study is that the four teacher competencies cannot be improved separately. Pedagogical competence requires professional mastery, personality competence strengthens classroom authority, and social competence supports cooperation with students, colleagues, and parents. Therefore, teacher competency development must be implemented as an integrated school improvement agenda. The main inhibiting factors are limited teacher knowledge and skills, motivation, commitment, experience, cooperation, facilities, and parental support. Supporting factors include school leadership, teacher willingness to improve, and the availability of basic facilities.

As a practical implication, SMP Alhilaal Kamal needs to prioritize three improvement steps in the next semester. First, the school should conduct scheduled academic supervision focusing on lesson planning, classroom

management, learning media use, and formative assessment. Second, teachers should be involved in regular reflective meetings and MGMP activities to strengthen professional learning and peer collaboration. Third, the school should build stronger communication with parents through periodic meetings, student progress reports, and joint guidance for students with learning or behavioral problems. Through these efforts, teacher competencies can become a practical foundation for creating effective, meaningful, and student-centered learning at SMP Alhilaal Kamal.

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