



The Role of Teachers' Professional Competence on the Learning Achievement of Group a Students at TK Al Jamiatul Amaliyah Gerumpung

Melia Rahmawati^{1*}, Ayatullah²

¹⁻²Sekolah Tinggi Ilmu Tarbiah Palapa Nusantara Lombok-NTB, Indonesia

meliarahmawati@gmail.com

Correspondence Author:	Accepted:	Approve:	Published:
Melia Rahmawati	10 November 2023	14 November 2023	20 March 2024

Abstrak:

Penelitian ini dilakukan dengan tujuan: 1) Untuk mengetahui kompetensi profesional guru di TK Al Jami'atul Amaliyah Gerumpung, 2) Untuk mengetahui prestasi belajar siswa di TK Al Jami'atul Amaliyah Gerumpung, dan 3) untuk mengetahui peran kompetensi profesional guru terhadap prestasi belajar siswa kelompok A di TK Al Jami'atul Amaliyah Gerumpung . Penelitian ini menggunakan penelitian jenis kualitatif dengan mengambil lokasi di TK Al Jami'atul Amaliyah Gerumpung. Pengumpulan data menggunakan metode observasi, wawancara dan dokumentasi. Subyek peneliti dalam penelitian ini adalah guru kelas kelompok a , kepala sekolah dan peserta didik. Teknik analisis data dilakukan secara interaktif dan berlangsung secara terus menerus sampai tuntas sehingga sampai pada titik kejenuhan data. Pemeriksaan keabsahan data dilakukan dengan triangulasi data. Hasil dari penelitian ini di TK Al Jami'atul Amaliyah Gerumpung bahwa Peran profesional guru untuk meningkatkan kualitas belajar siswa khususnya pada kompetensi profesional guru meliputi lima aspek yaitu: 1) menguasai materi, struktur, konsep, dan pola pikir keilmuan yang mendukung mata pelajaran yang diajarkan, 2) menguasai standar kompetensi dan kompetensi dasar mata pelajaran yang diampu, 3) mengembangkan materi pembelajaran yang diampu secara kreatif, 4) mengembangkan keprofesionalan secara berkelanjutan dengan melakukan tindakan reflektif, dan 5) memanfaatkan teknologi informasi dan komunikasi untuk mengembangkan diri. Penelitian di kelas A mengenai dampak profesionalisme guru dalam meningkatkan prestasi belajar siswa di TK Al Jami'atul Amaliyah Gerumpung sangatlah berpengaruh dan setiap tahunnya Sebagian besar mengalami peningkatan. Hal tersebut dapat diamati dari hasil jumlah nilai akhir semester satu tahun terakhir yang selalu meningkat.

Kata Kunci: Profesionalisme guru, Prestasi Siswa

Abstract:

This research was conducted with the objectives: 1) To determine the competence of professional teachers in TK Al Jami'atul Amaliyah Gerumpung, 2) To determine student achievement in TK Al Jami'atul Amaliyah Gerumpung, and 3) to determine the role of teacher professional competence in learning achievement group A students in TK Al Jami'atul Amaliyah Gerumpung. This study used a qualitative type of research by taking locations in Al Jami'atul Amaliyah Gerumpung Kindergarten. Collecting data using the method of observation, interviews and documentation. The research subjects in this study were group teachers, school principals and students. The data analysis technique is carried out interactively and continuously until it is complete to the point of data saturation. Checking the validity of the data is done by triangulating the data. The results of this study at the Al Jami'atul Amaliyah Gerumpung Kindergarten show that the role of the professional teacher in improving the quality of student learning, especially in professional teacher competence includes five aspects, namely: 1) mastering material, structure, concepts, and scientific mindsets that support the subjects being taught , 2) mastering competency standards and basic competencies of the subjects being taught, 3) developing learning

materials taught creatively, 4) developing professionalism on an ongoing basis by taking reflective action, and 5) utilizing information and communication technology to develop oneself. Research in class A regarding the impact of teacher professionalism in improving student learning achievement at Al Jami'atul Amaliyah Gerumpung Kindergarten is very influential and every year most of it has increased. This can be observed from the results of the total value at the end of the semester in the last year which always increases.

Keywords: Teacher professionalism, Student Achievement

INTRODUCTION

Education is a conscious effort to prepare learners through guidance, teaching, or training for their roles in the future. It is a government-designed initiative to enlighten and advance the nation. A country can be deemed advanced if it prioritizes education because without it, a nation will lack the ability to manage its natural resources. Even if the sons and daughters of Indonesia lack adequate skills, it is feared that they will become obstacles to national development. This is reinforced by the fact that some developed countries progress rapidly not solely due to abundant natural resources but also due to intellect, discipline, and the work ethic of their people.

Education is also a conscious and planned effort to create a learning atmosphere and learning processes so that learners actively develop their potential to possess control, personality, intelligence, noble character, and skills. Therefore, education serves as one of the primary instruments in human resource development, which can be carried out democratically, justly, and without discrimination.

The main subjects in this development process are educators who come from members of society dedicated to supporting education. Their aim is to develop abilities and shape the character and civilization of the nation in order to enrich the nation's life. Thus, the desired quality of human resources for Indonesia in the future is those capable of facing increasingly stiff competition with other nations worldwide.

The academic quality of early childhood education (ECE) teachers requires a bachelor's degree from an accredited university, a diploma or equivalent in education, and accredited ECE training/education certification. They should possess a bachelor's degree in Early Childhood Education and have a minimum of 4 years of experience as ECE educators. Initial findings from researchers suggest that many ECE teachers have low academic competence, often having graduated from high school or other majors unrelated to ECE. With low academic competence and non-ECE majors, it raises questions about whether the teaching process aligns with the professional competence of the teachers. Teachers' ability to apply professional competence can be divided into five areas: lesson opening, questioning skills, providing various teaching methods, classroom management, and closing lessons.

Bagou, D. Y., & Suling, A. (2020) stated that the demands that teachers must master in enhancing their competence become the main reason for the importance of mastering the professional competence of teachers. Through mastery of the standards of professional teacher competence, it is hoped that they can enhance their professionalism, the quality of student learning, and the educational quality in schools.

Setyo Nugroho, (2012) states that qualifications and competencies as a teacher are essential requirements to indicate that professional work has a certain knowledge base and theory. Academic qualifications are obtained

through a lengthy education and preparation process conducted through continuous selection. Therefore, professional teachers must be able to be tested on technical skills related to pedagogical abilities, professional skills, communication skills, personal stability, and social skills. Rustiyah states that professional teachers have the following criteria: 1) Professional education, 2) Acknowledgment and awareness of their profession, 3) Being a recognized member of their profession by institutions including the community, 4) Acknowledging and adhering to the professional code of ethics, 5) Self-development and professional development at their own will, 6) Collaborating with other members of the profession.

In the field of education, teachers act as educators, guides, trainers, and curriculum developers who can create conducive learning conditions and environments—pleasant, engaging, providing a sense of security, and allowing students to actively think, create, and innovate in exploring and elaborating their abilities.

Professional teachers are the determining factor in quality education processes. To become professional teachers, they must be able to discover their identities and actualize themselves according to the abilities and standards of professional teachers. Commenting on the low quality of education today indicates the necessity for the existence of professional teachers. Therefore, teachers are expected not only to fulfill their profession but also to have a strong interest in carrying out their duties according to the required professional standards. (Sulastris, S., Fitria, H., & Martha, A. 2020).

In the era of information and communication technology, teachers are not merely educators transferring knowledge but must also become learning managers. This implies that every teacher is expected to create challenging learning conditions and student activities, motivate students, use multimedia, multiple methods, and multiple sources to achieve the expected learning goals. (Suparti, T., & Al Mubarak, A. A. S. A. 2021).

If we briefly examine the real conditions of education in various regions, many teachers are found in unfavorable situations to carry out their assigned tasks. Many teachers are placed in overcrowded classrooms with inadequate facilities and outdated managerial support. In such situations, teachers are expected to fulfill their noble task of educating the nation's future generation. This becomes even more challenging and complex when faced with the rapid development of science and technology but lacking adequate facilities, resources, and an unpleasant working environment. Furthermore, teachers' burdens are compounded by various non-academic tasks that consume their time and energy.

Good education, as expected by modern society today and inherently challenging, necessitates the presence of professional educators. This means that society requires good leaders, good parents at home, and professional teachers at school. However, the absence of a clear understanding of the requirements for professional education leads to various interpretations among people about the meaning of a good teacher, specifically, a professional one.

When connected to real conditions in the field, discussions about teacher professionalism still face numerous issues. These include: a) Teachers are not prepared to implement innovative teaching methods; they tend to revert to conventional teaching patterns; b) Teacher qualification and certification improvement

programs do not directly impact student achievement; c) Continuous professional development programs are not seen as strategic initiatives that add value to enriching teachers' insights and skills; and 4) There's a lack of drive and willingness among certified teachers to learn and self-develop.

Usman (1996) states that society places teachers in the most respected position. This is because teachers provide knowledge to the community. It is from teachers that society can acquire knowledge and understanding. Thus, the role of teachers is even broader because they contribute to the intellectual development of the nation. The duty of teachers is not only limited to their immediate community but also they are a crucial element in determining the progress of the nation's development. The more accurately teachers perform their functions, the more assured the readiness and reliability of individuals as agents of development. In other words, the portrait and image of the nation in the future are reflected in the portrait of the current teachers, and the dynamics of national life are directly proportional to the image of teachers within society.

As responsible scholars advancing knowledge, especially in their specialized field, teachers have the responsibility to conduct research and development. This responsibility is carried out in the form of conducting research and development. Teachers must have competencies in conducting research, such as designing research, formulating problems, determining data collection methods, conducting sampling, and processing data using appropriate statistical techniques. Furthermore, teachers must be able to compile research reports for dissemination (Nur Ilahi, 2020). Permatasari (2019) states that academic achievement is the mastery of knowledge or skills in a specific subject, generally demonstrated by test scores or grades given by teachers.

Susi Tri Umaroh and Soeryanto (2022) also argue that one of the supportive factors from the family environment is parenting style. The way parents raise their children will affect their learning. Pampering children is not a good way to educate them. Parental involvement will greatly influence the success of children.

Considering the strategic role held by teachers, efforts to recognize and develop teacher professionalism become crucial. Therefore, teachers with maximum abilities are needed to realize national education goals, and they are expected to continuously improve their competencies, including pedagogical, personal, social, and professional competencies. Thus, teachers, as a profession, not only have the role and duty of educators but are also required to provide professional services to students to achieve learning objectives.

Among the four competencies teachers must possess, one of them is still a serious and crucial problem among teachers: professional competence. From the aspect of professional competence, some teachers are perceived as lacking in mastering the subject matter extensively and deeply, thus failing to present meaningful and beneficial learning activities for students.

Preliminary observations indicate that professional issues among teachers at TK Jamiatul Amaliyah include the inability of some teachers to manage classrooms and learning effectively, a lack of mastery of teaching materials, low understanding of education regulations due to low reading interest among teachers, and the inadequacy of learning media because of teachers' lack of creativity and innovation in the teaching process. Additionally, teachers' punctuality remains a challenge. This indicates the low ability and quality of teachers, in

terms of competence, time management, and discipline. Therefore, the noble task undertaken by these teachers should be carried out with sincerity, requiring teachers to develop their experience and knowledge in this era of globalization to enhance the quality of knowledge received by students.

Visibly, indicators of learning quality include teacher behavior, student behavior and learning impact, learning climate, learning materials, and learning media. From the teacher's perspective, quality can be seen from how effectively they facilitate student learning processes. From the student's side, quality can be seen in their behavior and learning impact, which can motivate them to be active and creative. Moreover, from the aspect of the learning climate, quality can be seen in how conducive the learning environment is for interesting, challenging, enjoyable, and meaningful learning activities. The quality of learning media reflects how effectively they are used by teachers to increase students' learning intensity. As for learning materials, quality can be seen in their suitability for achieving learning objectives and competencies.

According to Gagne, learning achievement encompasses five human capabilities: verbal information, intellectual skills, discrimination, concrete concepts, abstract concepts, rules, and higher-order rules, cognitive strategies, attitudes, and material skills. Learning achievement, in terms of developmental/ultimate goal attainment, includes greater self-confidence, increased social participation, improved work and income outcomes, increased use of public services, increased attention to family/community education. Based on these opinions, learning achievement is formulated as a mental or psychological activity, the mastery of knowledge and skills in subjects possessed by students. Face-to-face learning makes students more active and motivated in learning. (Susi Tri Umaroh, Soeryanto, et.al. 2020)

Common issues often found include teachers who only know how to deliver teaching materials to students but lack in-depth understanding and influence on students' achievements. Crowded and noisy classrooms hinder effective classroom management. Teachers' backgrounds affect the learning process provided to students, but teachers with good backgrounds and understanding can influence the success of students in achieving their development. (Aprina, Y. 2021).

From the above issues, researchers see a gap between theory and practice in teacher competencies in teaching or developing learning for students' success. Hence, the author is interested in further researching and examining in a study titled "The Role of Teacher Professional Competence in Student Learning Achievement Group A at TK Al Jamiatul Amaliyah Gerumpung".

METHOD

The method in this research emphasizes qualitative research that explains the actual conditions of an object directly related to the research context of concern. This research was conducted at TK AL Jami'atul 'Amaliyah Gerumpung, located in Dusun Sepit, Desa Sepit, Kecamatan Keruak, Kabupaten Lombok Timur, Nusa Tenggara Barat. The object of the research is the role of teacher professionalism in improving student learning achievement

at TK AL Jami'atul 'Amaliyah Gerumpung, and the subjects of the research are the school principal, class A teacher, and class B teacher at TK AL Jami'atul 'Amaliyah Gerumpung. Data collection techniques used in this study include observation and interviews. The researcher used several research instruments including observation, interview guidelines, and documentation. The implementation of examination techniques is based on several specific criteria. There are four criteria used: credibility, transferability, dependability, and confirmability. The technique used to test data validity in this study is triangulation. The triangulation techniques used in this study are source triangulation and method triangulation. In processing the data obtained from the field, the data analysis technique used is qualitative descriptive data analysis, consisting of four stages: data collection, data reduction, data presentation, and conclusion drawing.

RESULTS AND DISCUSSION

A. Professional competence of early childhood teachers at TK Al Jamiatul Amaliyah Gerumpung.

The professionalism of teachers at TK Al Jamiatul Amaliyah Gerumpung requires obtaining a description of teacher professionalism at TK Al Jamiatul Amaliyah Gerumpung through interviews with teachers based on the four pillars of teacher professionalism: pedagogical competence, personality competence, social competence, and professional competence. For a more systematic approach, the following is an exposition of the field data findings on the aspects of professional competence of teachers.

The Principal of TK Al Jami'atul Amaliyah Gerumpung explains the aspects of professional competence of teachers according to Law Number 14 of 2005 concerning Teachers and Lecturers. Article 10 paragraph (1) states that there are four competencies that must be possessed by professional teachers, including pedagogical competence, personality competence, social competence, and professional competence obtained through professional education.

1. Pedagogical Competence

Pedagogical competence is the ability to manage student learning, including understanding students, designing and implementing learning, evaluating learning outcomes, and developing students to actualize their various potentials. Pedagogical competence, as referred to in Article (2) of Government Regulation of the Republic of Indonesia No. 74 of 2008, is the ability of teachers in managing student learning, including at least: (a) understanding educational insights or foundations, (b) understanding students, (c) curriculum or syllabus development, (d) learning design, (e) implementing educative and dialogic learning, (f) utilizing learning technology, (g) evaluating learning outcomes; and (h) developing students to actualize their various potentials. In the learning process, there are two synergistic activities: teaching by the teacher and learning by the students. Teachers teach students how to learn through various learning experiences until changes occur in them in terms of cognitive, psychomotor, and affective aspects. The issue is how to activate students so that they voluntarily develop a willingness and enjoyment in learning; thus, teachers must design learning activities that allow students to be actively involved. Students will learn actively if the activities are well-designed.

2. Personality Competence

Personality competence is a solid, stable, mature, wise, and authoritative personality that serves as an example for students and possesses noble character. Personality competence relates to personal character. There are indicators reflecting the positive personality of a teacher: friendly, patient, disciplined, honest, humble, authoritative, courteous, empathetic, sincere, noble, acting in accordance with social norms and laws, etc. Positive personality traits are essential for teachers as they must be role models for their students. Additionally, teachers must be able to educate their students to have good attitudes.

This personality competence includes individuals who are: (a) faithful and pious, (b) noble in character, (c) wise and prudent, (d) democratic, (e) firm, (f) authoritative, (g) stable, (h) mature, (i) honest, (j) sportsmanlike, (k) role models for students and society, (l) objectively evaluate their own performance; and (m) self-develop independently and continuously.

3. Social Competence

Social competence relates to communication skills, attitude, and general interaction, whether with students, fellow teachers, educational staff, parents, or the wider community. Indicators of Teacher Social Competence include: Able to be inclusive, objective, and not discriminate based on someone's background, whether related to physical condition, social status, gender, race, family background, etc., Able to communicate effectively using polite and empathetic language, Able to communicate well verbally and in writing, Able to adapt and perform duties as a teacher in various environments with diverse socio-cultural characteristics.

4. Professional Competence

Teacher Professional Competence is the ability or skills that must be possessed to ensure that teaching tasks can be carried out effectively. These skills are related to technical matters and directly affect the teacher's performance.

The indicators of Teacher Professional Competence include: (a) Mastery of the subjects taught, including their structure, concepts, and the mindset of their expertise, (b) Mastery of the Subject Competency Standards (SK), Basic Competencies (KD), and learning objectives of a subject being taught, (c) Ability to creatively develop teaching materials to provide broader and deeper knowledge to students, (d) Ability to act reflectively to continuously develop professionalism, (e) Ability to utilize Information and Communication Technology (ICT) in the teaching process and self-development.

a. Mastery of the Taught Subject Area

Based on the Decree of the Minister of National Education of the Republic of Indonesia Number 137 of 2014 concerning Early Childhood Education Standards, it is stated that teachers must hold a bachelor's degree in Education and Psychology. Assistant teachers may be high school graduates but must have early childhood education training certificates. Hence, it is clear that to become a professional teacher, one must have a license or education background suitable for the assigned field. As mentioned by Ms. Suhaimi, S.Pd, "Skills in a professional job are greatly supported by the theories one has studied. Therefore, a professional is required to

read and delve into the theories of the profession they engage in. Field application will not achieve maximum results if done by trial and error, but an application must have theoretical guidelines. This is where the difference between professional and non-professional work lies. Professionals rely on theory, practice, and experience, whereas non-professionals only rely on practical experience."

b. Understanding of Students

There are several aspects teachers must consider in the teaching-learning process, such as understanding students, which will help them address personal and social issues, manage classroom discipline effectively, assess students' learning outcomes and progress, cater to individual differences among students, and provide guidance to students. As expressed by Ms. Suhaimi, S.Pd: "The efforts I make to understand children involve openness. It means teachers will accompany students if they have difficulty learning, open up conversation space so that we can understand learning difficulties. And for me, there are no limits when a child wants to find out about their identity."

c. Mastery of Educative Teaching Understanding the Types of Teaching Material Organizing Teaching Material Utilizing Learning Resources

The principal of TK Al Jamiatul Amaliyah Gerumpung, Mrs. Uswatun Hasanah, S.Pd, explains that to improve teacher professionalism in teaching, efforts such as teacher alignment are conducted. Other efforts include government programs such as certification programs as mandated by Law No. 14 of 2005, Article 42. Apart from certification, other efforts in Indonesia to improve teacher professionalism include activating PKG (Teacher Activity Centers), MGMP (Subject Teacher Forums), and KKG (Teacher Work Groups), allowing teachers to share experiences in solving problems they encounter in their teaching activities.

In this process, pre-service education, in-service education including workshops, professional organization guidance, and workplace mentoring, public recognition of the teaching profession, enforcement of professional ethical codes, certification, improvement of the quality of prospective teachers, and collective welfare together determine professional development. Therefore, efforts to improve teacher professionalism are a collective responsibility between Teacher Education and Training Institutions (LPTK) as teacher producers, institutions that supervise teachers (in this case, the Ministry of Education or private foundations), PGRI (Indonesian Teachers' Association), and the community.

The most important factor for teachers to improve their qualifications is to align the number of working hours with teacher salaries. Regardless of the program implemented, if teacher salaries are low, it is evident that teachers will seek additional jobs to meet their living needs. It is not surprising that teachers in developed countries are of high quality or considered professional because the appreciation for teachers' services is very high.

B. Student Learning Achievement at TK Al Jami'atul Amaliyah Gerumpung

Speaking about student learning achievement, the author will present factors supporting student learning achievement at TK Al Jami'atul Amaliyah Gerumpung. The following is a summary of the test scores that have

taken place. The presentation below is to facilitate the description of how students perform academically in this school, and the data presented are the results documented by the author during field research.

1. Supporting Factors for Student Achievement at TK Al Jami'atul Amaliyah Gerumpung

To improve student learning achievement, teachers should not only be conveyors of information to students but also guides who will guide, direct, and motivate students. As explained by Ms. Syarifatul Muawwarah, S.Pd I, factors hindering student learning achievement include suboptimal awareness of teachers in advancing the quality of education in Indonesia, lack of attention from parents to educate their children, and even factors such as parents' income and the child's lack of interest in learning.

Motivation is one of the factors that can improve the quality of learning because students will learn earnestly if they have high motivation. Therefore, to improve the quality of learning, teachers must be able to ignite students' learning motivation so that learning objectives can be achieved. Ideally, every teacher should have a curiosity about why and how students learn and adapt to learning conditions and their environment.

This will increase the understanding and insight of teachers, enabling knowledge about the psyche of children related to educational issues, which can be used as a basis for motivating students to learn to the best of their abilities. Teachers in this regard are actors who must execute what is in the script or all educational programs that have been prepared, considering the message to be conveyed to students. To ensure that the message is absorbed by students, teachers must be disciplined and skilled in planning, implementation, evaluation, and, equally importantly, understanding students.

Based on the above explanation, it can be concluded that the factors supporting students' learning achievement are discipline from all school elements and motivation and understanding from educators towards students to instill in them awareness to learn.

2. Factors Inhibiting Student Achievement at TK Al Jami'atul Amaliyah Gerumpung

Based on the author's observation, the factors inhibiting student learning achievement at TK Al Jami'atul Amaliyah Gerumpung originate from the students' environment. The backgrounds of students from middle and lower economic families, most of whom reside in areas related to the teachers' professional abilities, involve the suitability of educational backgrounds with the assigned tasks, mastery of the subjects taught, understanding of students, mastery of educative teaching, which includes understanding the types of teaching materials, organizing materials, and utilizing learning resources.

C. The Role of Teacher Professionalism in Improving Student Achievement at TK Al Jami'atul Amaliyah Gerumpung

Fundamentally, the role of a teacher is as an educator in enhancing student learning achievement. Teachers must be able to guide and direct student learning activities in line with the desired goals. If teachers design good learning experiences and use those plans as a guide in teaching, the outcomes will also be positive.

The professional role of teachers in enhancing student learning quality, particularly in the professional competence of teachers, includes five aspects: 1) mastery of subject matter, structure, concepts, and scientific

thinking patterns that support the subjects taught, 2) mastery of competency standards and basic competencies of the subjects taught, 3) creative development of teaching materials, 4) continuous professional development through reflective actions, and 5) utilizing information and communication technology for self-development.

1. Criteria for Professional Teachers

Being a teacher is not an easy job, as some imagine. Merely mastering the subject matter and delivering it to students is not enough to be categorized as a professional teacher. Professional teachers must have various skills, special abilities, a love for their work, adherence to the teacher code of ethics, and more. The criteria for professional teachers include: (1) Ability to educate and teach students effectively, (2) Possession of noble morals and character to set a good example for students, (3) Mastery of the subject matter to be taught during teaching interactions, (4) Commitment to students and their learning processes, (5) Mastery of various educational administration tasks (lesson plans, syllabi, curriculum, minimum passing grade criteria, etc.), (6) Responsibility for monitoring student learning outcomes through various evaluation methods, (7) Continuous learning and skill development, (8) Participation in training and workshops to broaden knowledge and experience, (9) Proficiency in information technology (computer, internet, blogs, Facebook, websites, etc.), and (10) Active involvement in educational organization activities (teacher working groups, etc.).

2. Factors Influencing Professional Teachers

Ms. Suhaimi, S.Pd, a class A teacher, mentioned that several issues affect professional teachers, such as "teacher qualification standards and the relevance between teachers' expertise and teaching tasks." Additionally, factors influencing professional teachers relate to performance; professionalism is related to performance. Factors indirectly affecting performance include human resources, capital, methods, production, organizational environment, national environment, regional environment, and feedback.

Several factors influencing teacher professionalism can be categorized into two perspectives: input and output. Input perspective factors encompass personal aspects of teachers, including qualifications or education levels, length of service, work experience, training undergone, mastery of social, pedagogical competencies, and skills. Additionally, there are input factors originating from the environment surrounding teachers, such as school leadership, working climate, family support, school board support, student and community support. Factors influencing teacher professionalism from the teaching-learning process perspective in the classroom include high teaching and educational motivation within teachers, high motivation and interest in learning among students at school, availability of adequate media and learning resources at school, teacher mastery in applying educational psychology in the classroom learning process.

Furthermore, factors influencing teacher professionalism from the output perspective include professionalism factors and school graduates' performance in the workplace or in society, community and workplace responses to school graduates, and exemplary behavior demonstrated by school graduates in the workplace and in society.

DISCUSSION

A. Competence of Early Childhood Teachers at TK Al Jamiatul Amaliyah Gerumpung

1. Pedagogical Competence

As expressed by Ms. Suhaimi, S.Pd, a teacher in conducting teaching and learning processes, should be accustomed to implementing scenarios outlined in Lesson Plans (RPP), Syllabi, Teaching Plans (Prota), and Semester Plans (Prosem). The ability to plan learning is crucial for a teacher because it:

- a. Provides a clearer understanding of the school's educational goals and their relationship with the teaching conducted to achieve those goals.
- b. Assists teachers in understanding students' needs and interests and encourages learning motivation.
- c. Reduces trial-and-error activities in teaching because the learning process is already structured and planned.
- d. Provides opportunities for teachers to advance their personal and professional development. The competence to develop learning involves the ability to create effective learning, use teaching aids, employ various teaching methods, follow up, communicate, and diagnose student learning difficulties.

2. Personality Competence

Regarding the personality competence possessed by teachers at TK Al Jamiatul Amaliyah Gerumpung, the writer's observation indicates the efforts of teachers to guide and direct students' behavior positively and support learning. For example, teachers consistently demonstrate good discipline by arriving at school on time. When it is time for class to begin, teachers promptly enter the classroom before their students, as how can students be disciplined if their teacher does not demonstrate discipline? The discipline exhibited by teachers is expected to serve as an example for students to emulate. Furthermore, teachers consistently monitor all student behavior, especially during effective learning hours, to prevent accidents or injuries.

3. Social Competence

The social competence of teachers is reflected through indicators such as interaction with students, interaction with the principal, interaction with colleagues, interaction with parents, and interaction with the community. Through observation and document review, the writer observes that the school has arranged regulations regarding teacher conduct, student conduct, and parental involvement, so teachers are accustomed to complying with these rules. Over time, from welcoming children to communicating effectively with parents, the principal, and fellow teachers, these behaviors have become customary.

4. Professional Competence

Teacher Professional Competence is the ability or skills necessary to perform teaching tasks effectively. These skills are technical and directly relate to a teacher's performance. Indicators of Teacher Professional Competence include: (a) Mastery of the subject matter taught, including its structure, concepts, and scientific thinking patterns, (b) Mastery of subject competency standards, basic competency standards, and learning objectives, (c) Ability to creatively develop teaching materials to provide broader and deeper knowledge to students, (d) Ability to act reflectively to continuously develop professionalism, and (e) Ability to utilize

Information and Communication Technology in the teaching and self-development process. By mastering specific skills and expertise, as explained earlier, as the school principal, I hope that teachers' functions and duties can be carried out effectively at TK Al Jamiatul Amaliyah Gerumpung. Consequently, teachers can guide all their students to achieve the competency standards set in the National Education Standards.

B. Student Achievement

Based on the researcher's observations in group A, the impact of teacher professionalism in improving student learning achievements at TK Al Jamiatul Amaliyah Gerumpung is highly influential, and every year, most students experience improvement. This can be observed from the final semester grades over the past three years until now.

Based on the documents obtained by the writer, it can be seen that the student achievement at TK Al Jamiatul Amaliyah Gerumpung for the academic year 2020/2021 in the odd semester was at an average grade of BSH. This grade can be categorized as good, therefore, the student achievement at TK Al Jamiatul Amaliyah Gerumpung is considered good. However, in the subsequent even semester, student achievement showed a decline although it still falls under the good category. The average grade in that even semester was BSB.

In the academic year 2021/2022, the odd semester achieved an average grade of BSB, which is considered excellent, and the same goes for the even semester, maintaining an excellent grade. For the academic year 2022/2023, in the odd semester, the average grade obtained is classified as good, here the students experienced a decline where initially the predicate obtained was excellent, but this academic year received a good predicate. However, in the even semester of the academic year, students began to show their grades by achieving an excellent predicate.

C. The Role of Teacher Professionalism in Improving Student Learning Achievement

Observation results indicate that the description of teacher professionalism has proven to contribute to the improvement of student learning achievements. The increase in student learning achievements has been clearly outlined in the data above. Therefore, it can be concluded that teacher professionalism plays a significant role in enhancing student learning achievements, where teachers act as demonstrators, classroom managers, mediators or facilitators, and evaluators. With the description of teacher professionalism above, efforts must be made to ensure that teacher professionalism continues to improve, thus correlating with the increase in learning achievement.

The role of teacher professionalism in improving student learning achievement at TK Al Jami'atul Amaliyah Gerumpung is substantial. This is evident from the ability to conduct learning, which is generally good. The ability of teachers to carry out the teaching and learning process observed by researchers in the classroom can be seen from several aspects below:

1. Classroom Management

In the researcher's observation, it was found that the teacher organizes the seating arrangement of students in an orderly and comfortable manner. The teacher only changes the seating position of students if there are changes in strategies and changes in social interactions among students during learning.

2. Student Management

The research results show that teachers always check students' readiness for learning before starting the lesson. Teachers will change the seating position of students who have difficulties in learning, such as students who are usually slow in learning or students who have difficulty focusing during learning.

3. Lesson Introduction

Based on classroom observation conducted by the researcher, there are several ways teachers open the lesson: (1) stating the learning objectives, (2) motivating students by arousing their curiosity, (3) appreciating students by reviewing previously learned material and linking it to the material to be presented, and (4) asking initial questions as an introduction to the lesson material.

4. Presentation of Lesson Material

Based on observations conducted by the researcher at TK Al Jami'atul Amaliyah Gerumpung, it can be concluded that "teachers have adequate skills in presenting lessons both in delivering material and in associating material with its application in daily life."

5. Use of Teaching Methods

In using teaching methods, some teachers are not suitable with the methods taught or the subject matter. It is observed that in presenting the subject matter, they use less varied methods.

6. Use of Teaching Aids

In the researcher's observation, most teachers use media or teaching aids in the classroom. In the researcher's observation, various teaching aids such as puzzles, colored balls, stacking blocks, numbers, pictures, and others are available at the school.

7. Use of Proper Language

The observation results, especially in group A classes, show that teachers have the ability to use good Indonesian language in delivering lesson material, explanations, and examples. The language used by the class teacher is easily understood by the students in the class.

8. Management of Student Feedback

The research results show that almost all teachers have the ability to ask and respond to student questions well, but very few teachers then manage student responses for teaching improvements.

9. Evaluation of Learning

Based on the research results at TK Al Jami'atul Amaliyah Gerumpung, the ability of teachers to evaluate learning has been good. The types of tests conducted by teachers to measure student learning outcomes include tests to measure cognitive abilities, tests to measure affective abilities, and tests to measure students' psychomotor abilities.

Furthermore, regarding the role of teacher professionalism in improving student learning achievement, it can be seen from the efforts of teachers to enhance their professionalism by attending training, seminars, workshops, and so on. If teachers are professional, then automatically student achievements will also improve. Assuming that teachers with good teaching skills will be able to carry out the teaching and learning process well. Therefore, the more professional the teachers, the better the student learning achievement.

CONCLUSION

Based on the field data findings and as discussed in the previous chapters, several conclusions can be drawn regarding the problem formulation addressed in this study. These are as follows:

1. Based on the data findings and analysis as presented above, it can be stated that the professionalism of teachers at TK Al Jamiatul Amaliyah Gerumpung is depicted in:
 - a. Pedagogical competence can be observed from the teachers' ability to plan learning programs by organizing lesson plans, syllabi, teaching plans, and learning targets, the ability of teachers to conduct teaching and learning processes with improvisational skills in relevant and engaging teaching methods, and interactive and varied learning patterns. Additionally, the ability to assess learning outcomes through classroom-based assessments is well-planned.
 - b. Personal competence can be seen from the cultivation of disciplinary behavior by teachers (self-discipline) in performing teaching duties and adhering to school rules, empathetic, open, authoritative, responsible, and proportional teacher attitudes and actions.
 - c. Social competence can be seen from the ability to communicate with the school principal regarding instructional communication, the ability of teachers to convey ideas, ideas, or opinions in the development of school programs, communication with fellow teachers in good interpersonal relationships, and dialogical official relations in subject teacher meetings. Communication with parents is rarely or even never done unless the student experiences problems at school, and communication with the community involves active participation in social and community activities related to religious activities and youth activities such as participation in PKK activities, Karang Taruna, and so on.
 - d. Professional competence, the ability to master the field of study, can be seen from the educational background of teachers who have academic qualifications and educational backgrounds suitable for their duties, the ability to understand students through individual approaches to diagnose the difficulties and problems of students, then classify students for follow-up, and the ability to master educational learning through understanding the types of subjects, organizing lesson materials, and utilizing learning resources.
2. Regarding the learning achievements of students at TK Al Jamiatul Amaliyah Gerumpung, based on the data findings and analysis as revealed in the previous chapter, it can be stated that student learning achievements have developed according to STPPA.

3. Furthermore, regarding the role of teacher professionalism in improving student learning achievements, it can be seen from the efforts of teachers to enhance their professionalism by attending training, seminars, workshops, and so on. If teachers are professional, student achievements will automatically increase. Assuming that teachers with good teaching skills will be able to carry out the teaching and learning process well. Therefore, the more professional the teachers, the better the student learning achievements.

REFERENCE

- Bagou, D. Y., & Sukung, A. (2020). Analisis Kompetensi Profesional Guru. *Jambura Journal of Educational Management*,
- Intan Permatasari, A. Sobandi, (2019). *Profesionalisme Guru Sebagai determinan Terhadap Prestasi Belajar Siswa*, (Bandung; Universitas Pendidikan Indonesia
- Moh. Uzer Usman, (1996). *Menjadi Guru Profesional*. Rosdakarya, Bandung;
- Nur Illahi, (2020). *Peranan Guru Profesional Dalam Peningkatan Prestasi Siswa Dan Mutu Pendidikan Di Era Milenial*, (STAI Asy-Syukriyyah, Tangerang;
- Setyo Nugroho, (2012). *Profesionalisme Guru Sd Negeri Se-Kecamatan Warungasem Kabupaten Batang*, Batang; *SD Negeri1 Warung Asem*,
- Susi Tri Umaroh, Soeryanto, (2022). *Peningkatan Kualitas Proses dan Prestasi Belajar Siswa SMK Teknik Otomotif dengan Blended Learning di Masa Pandemi Covid-19*, Surabaya; Universitas Negeri Surabaya.
- Sulastri, S., Fitria, H., & Martha, A. (2020). Kompetensi Profesional Guru dalam Meningkatkan Mutu Pendidikan. *Journal of Education Research*, 1(3), 258-264
- Suparti, T., & Al Mubarak, A. A. S. A. (2021). Pengaruh Kompetensi Profesional dan Pedagogik terhadap Kinerja Guru. *Jurnal PG-PAUD Trunojoyo: Jurnal Pendidikan Dan Pembelajaran Anak Usia Dini*, 8(2), 46-55.