

Analysis of Personal Competency of Driving Teachers in Managing Learning in Elementary Schools

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Abstract

This research aims to analyze and describe the personality competencies of driving teachers in managing classroom learning through their personality competencies in elementary schools. This research is qualitative research, using descriptive methods, data collection techniques in this research, namely, observation, interviews and documentation. Results research shows that the competence of driving teachers in elementary schools here is with good personality competence in mastering and understanding their personality competencies, a strong and stable personality can be seen through Firstly, a strong and stable personality, such as, provoking students to be able to ask questions, driving teachers guiding students to carry out creative actions, driving teachers being role models for students, driving teachers being objective. Second, the mature personality referred to here, the driving teacher is professional, the driving teacher puts students above everything else. Third, a wise and wise personality is meant here, the driving teacher gives students motivation, the driving teacher forms students' disciplinary attitudes, the driving teacher is able to be wise in every situation and condition. Fourth, a responsible and authoritative personality, what is meant here is that the driving teacher provides the best example to students, takes responsibility for students, fosters an attitude of respect and responsibility. Fifth, have morals, that is, teachers who encourage students to teach morals and obey good rules.

Keywords: Personality Competence, Activating Teacher, Managing Learning

INTRODUCTION

Freedom to learn is a new policy program from the Indonesian Ministry of Education and Culture which was initiated by the Minister of Education and Culture Nadiem Makarim. Transforming education through the independent learning policy is one of the steps to realizing superior Indonesian human resources who have a Pancasila Student Profile.

The independent learning curriculum is a curriculum concept that demands independence for students. Independence means that each student is given the freedom to access the knowledge obtained from formal and non-formal education. This curriculum does not limit the concept of learning that takes place at school or outside school and also demands creativity from teachers and students. The concept of independent learning curriculum education integrates literacy abilities, knowledge skills, skills and attitudes as well as mastery of technology. Through this concept, students are given the freedom to think to maximize the knowledge they have to pursue. The concept of the 21st century curriculum requires students to be independent in acquiring knowledge in both formal and non-formal education. The freedom

implemented in the 21st century concept will provide opportunities for students to explore as much knowledge as possible.

Teachers who promote independent learning are appointed not only to be able to teach and manage class activities effectively, but are also required to be able to build effective relationships with students and the school community, use technology to support quality improvement, and reflect and improve learning practices continuously. Teachers who encourage independent learning are teachers who are creative, innovative, and skilled in learning and energetic in serving students, able to build and develop relationships between teachers and schools and the wider community, and become both learners and agents driving school change.

Driving teachers must have good personal competencies such as having a stable personality, A mature personality in accordance with the work ethic, a wise and wise personality, an authoritative personality and noble character.

Motivating teachers can be a solution to improve the abilities of teachers and students so that they can fulfill the concept of an independent learning curriculum which is related to the Pancasila student profile,

namely, faith and devotion to God Almighty, noble character, mutual cooperation, creativity, global diversity, independence and also critical reasoning.

Driving teacher education is carried out on learning leadership competencies which include communities of practice, social emotional learning that is in accordance with student development in self and school development competencies. This education prioritizes the learning process, teachers continue to carry out their duties at school while applying their knowledge or experience to students in the classroom. Driving teachers are able to carry out learning strategies that strive to make the school a center for character development with a positive personality.

The background to this research is: there is a non-optimality in the competence of driving teachers in the Sukadana cluster, especially in their personality competence, such as a steady and stable personality, a mature personality, a wise and prudent personality, a responsible and authoritative personality, and a personality with morals. Noble and able to be an example that a teacher should have is not yet visible in the driving teachers in the Sukadana cluster.

Therefore, from the various problems that exist, teachers who are able to carry out their profession well are those who are able to understand what competencies they must have in the learning process itself. At least the existing competencies include pedagogical, professional, social and spiritual.

RESEARCH METHOD

This qualitative research uses a phenomenological approach with descriptive methods. Data collection techniques in this research are observation, interview and documentation techniques. Data analysis in this research has several stages, namely data reduction, data presentation and drawing conclusions. To test the validity of the data in this research, the researcher used persistent observation and triangulation.

RESEARCH RESULTS AND DISCUSSION

The competency of driving teachers in elementary school clusters can be seen through.

1. **Steady and Stable Personality**, such as, provoking students to be able to ask questions, driving teachers guiding students to carry out creative actions, driving teachers being role models for students, driving teachers being objective.
2. **Mature Personality** What is meant here is that the driving teacher behaves professionally, the driving teacher places students above all else.
3. **wise and wise personality** What is meant here is that the driving teacher gives students motivation, the driving teacher forms students' disciplinary attitudes, the driving teacher is able to be wise in every situation and condition.
4. **Responsible and authoritative personality** What is meant here is that driving teachers provide the best example to students, take responsibility for students, foster an attitude of respect and responsibility.
5. **Have morals**
Having morals, that is, teachers who encourage students to teach morals and obey good rules.

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