



Original Article

Improving Teachers' Professional Competence with Application of the Active, Innovative, Creative, Effective and Fun Learning Method

Juni Agus Simaremare ^{a,*}, Jumaria Sirait ^b, Marienta Simamora ^b and Try Oktari Siregar ^b

^a Faculty of Education Science Teacher, Universitas HKBP Nommensen, Medan Timur, 20235 Kota Medan, Sumatera Utara, Indonesia.

^b Faculty of Education Science Teacher, Universitas HKBP Nommensen Pematangsiantar, Siantar Timur, Kota 21136 Pematang Siantar, Sumatera Utara, Indonesia; jumariasirait@uhnp.ac.id (J.S); smarienta08@gmail.com (M.S); tarisiregar1225@gmail.com (T.O.S)

* Correspondence: juni.simaremare@uhn.ac.id (J.A.S)

Citations: Simaremare, J.A., Sirait, J., Simamora, M. & Siregar, T.O. (2023). Improving Teachers' Professional Competence with Application of the Active, Innovative, Creative, Effective and Fun Learning Method. *International Journal of Advances in Social Sciences and Humanities*, 2(1), 15-28.

Academic Editor: A. Hariharasudan.

Received: 8 November 2022

Accepted: 2 February 2023

Published: 28 February 2023

Abstract: This study aims to improve the professional competence of subject teachers at SD Negeri 091316 Pematang Raya in implementing the PAIKEM Learning Model through continuous mentoring. This research is classified as School Action Research involving 6 subject teachers in two cycles, each cycle consisting of four stages, namely: planning, implementation, observation and reflection. The result indicates that there was an increase in teacher activity and competence in applying the PAIKEM model from cycle I to cycle II. The achievement of performance indicators is found in the second action. The results of this study indicate an increase in the planning, implementation, evaluation of learning in accordance with the syntax of the PAIKEM model. The results of data analysis in each cycle showed an increase in the four aspects of the assessment, with an explanation of the increase in aspects of preparing an implementation plan in the initial conditions from 54.00 with the criteria of less value increased to 67.67 with the criteria of sufficient value and 78.83 with the criteria of good value, in the aspect of the implementation of learning from the average value of 64.71 with the criteria of less value increased to 65.43 with the criteria of sufficient value and 75.43 with the criteria of good value in the second cycle, in the aspect of the assessment of learning outcomes from an average of 64.72 with the criterion of a low score becomes 65.42 with a criterion of sufficient value and 77.42 with a criterion of good value and in the aspect of class management from 66.26 with a criterion of less value to 66.83 with a criterion of sufficient value and 75.83 with a criterion of good value. Thus, the continuous guidance carried out by the researchers succeeded in improving the professional skills of the teachers of SD Negeri 091316 Pematang Raya.

Keywords: competence; teacher; professional; learning method; PAIKEM.



Copyright: © 2023 by the authors. Submitted for possible open access publication under the terms and conditions of the Creative Commons Attribution (CC BY) license (<https://creativecommons.org/licenses/by/4.0/>).

1. Introduction

One indicator of professional teachers is skilled in applying learning methods that make students active in learning (Duta et al., 2015). According to the Minister of National Education of the Republic of Indonesia Number 16 of 2007 explains that teachers must understand, develop, apply various learning methods and implement them according to the provisions contained in the regulation (Vermunt & Verloop, 1999). However, in reality teachers have not been able to use self-made learning implementation plans (Darmayadi 2018). The learning implementation plan used in the learning process is made from a certain printing press or the lesson plan that is made is not adapted to the situation and conditions of each school and the characteristics of students (Muhzar 2020). This happens because of the low ability of teachers in preparing learning implementation plans.

The inability of teachers to apply various learning methods including the Active, Innovative, Creative, Effective, and Fun Learning method (PAIKEM) is caused by several factors, among these factors, among others, because the subject teacher is too full of administrative, so to complete the administration the teacher looking for a practical way, teacher information received through education and training has not been completed in depth so that understanding of the material about the application of varied learning methods is still lacking (Ocak, 2011). The busyness of the teacher outside of work cannot be left behind so that the teacher does not have the opportunity to understand various kinds of learning methods that make students active. This was obtained through an oral question and answer between the researcher and the teacher of other subjects (Shaari et al., 2014).

In addition to the low ability of teachers, the inability of teachers to apply various learning methods including (PAIKEM). In addition, there is no maximum continuous guidance from the principal (Purbasari et al 2021). In addition, the guidance carried out by the principal, either through class supervision or school meetings, is still general in nature, has not shown certain administrative specifications that must be perfected, for example, specifically focused guidance for subject teachers as well as preparing a learning implementation plan. According to the researcher's observations, the problem of test scores is still below the Minimum Completeness Criteria (KKM) for some of the subject matter experienced by teachers at SD Negeri 091316 Pematang Raya. If the percentage of teachers who still have low student scores, where 100% or 6 teachers, including ENOUGH in the preparation of making lesson plans still use printed lesson plans. So that the problem is not prolonged, a solution is needed through a sustainable coaching program, so this research seeks to examine the impact of a sustainable coaching program on teacher competence in applying various learning methods including the Active, Innovative, Creative, Effective, and Fun Learning method (PAIKEM) in accordance with correct arrangement rules. In this study, the application of the Active, Innovative, Creative, Effective, and Fun Learning (PAIKEM) method was specifically studied

These problems need to be followed up by conducting continuous coaching. With this ongoing training, it is hoped that teachers will be passionate about teaching and students will be actively learning during the learning process. Student learning outcomes will increase. Continuous coaching has a very close relationship with supervision, because in carrying out supervision there will be a coaching in other words that coaching is one of the embryos of supervision. Seeing these conditions, it seems that efforts are needed to provide understanding and skills to teachers at SD Negeri 091316 Pematang Raya regarding the application of Active, Innovative, Creative, Effective, and Fun Learning (PAIKEM). To realize the competence and role of teachers in the application of PAIKEM, it is necessary to make efforts by researchers. One of the efforts that researchers can do in order to increase professional competence in the application of PAIKEM is through Continuous Guidance, especially in applying the PAIKEM learning method.

The specific purpose of this action research activity is to determine the effectiveness of efforts to improve teacher professional competence in the application of Active, Innovative, Creative, Effective, and Fun Learning (PAIKEM) at SD Negeri 091316 Pematang Raya. Meanwhile, the general objective of this school action research activity is to improve the quality of the process and learning outcomes at SD Negeri 091316 Pematang Raya. The benefits of this school action research activity include: (1) For students: by applying the PAKEM approach, students will be motivated to learn so that they will increase the courage to ask questions, answer questions, take structured actions, find and develop ideas. -new ideas, so that students' activities and enthusiasm for learning are increased, thus through the application of PAKEM the values of national character will be developed. (2) For teachers: the ability to apply PAKEM will make it easier for them to carry out their teaching tasks, because the students are more active, and the teacher only directs them. (3) For schools: the results of an effective and enjoyable teaching and learning process are expected to improve the quality of education in schools.

2. Literature Review

PAIKEM stands for Active, Innovative, Creative, Effective, and Fun Learning (Anugraheni 2017). Active is a learning process, the teacher must create an atmosphere in such a way that students actively ask, question, and express ideas (Wang, 2020). The active role of students is very important in the context of forming a creative generation,

which can produce something for the benefit of themselves and others. Innovative means renewable. Creativity is also intended so that teachers create diverse learning activities so that they meet various levels of student abilities (Akyıldız & Çelik, 2020). Fun is a fun teaching-learning atmosphere so that students focus their full attention on learning.

Broadly speaking (Borg 2017), PAIKEM can be described as follows: (1) Students are involved in various activities that develop their understanding and abilities with an emphasis on learning through doing. (2) Teachers use various tools and various ways to inspire enthusiasm, including using the environment as a learning resource to make learning interesting, fun, and suitable for students. (3) The teacher organizes the class by displaying books and learning materials that are more interesting and provides a 'reading corner'. (4) The teacher applies a more cooperative and interactive teaching method, including group learning. (5) The teacher encourages students to find their own way of solving a problem, to express their ideas, and to involve students in creating their school environment.

What must be considered in implementing PAIKEM (Siregar et al 2017) are as follows: (1) Understanding the nature of the child. (2) Getting to know children individually. (3) Utilizing children's behavior in organizing learning (4) Developing critical thinking, creative, and problem-solving skills (5) Developing classrooms as an interesting learning environment (6) Using the environment as a learning resource (7) Providing good feedback to improve learning activities (8) Distinguish between physically active and mentally active. The word "guidance" is a translation of the English word guidance which comes from the verb to guide which means "to show". So the meaning of "guidance" literally is "showing, giving way, or guiding" others towards goals that are beneficial for their lives now and in the future (Andria 2016). Guidance is an effort to provide assistance to children to express and resolve the problems they are facing (Sandha et al 2018). From some of the definitions of guidance above, it can be concluded that guidance is the provision of assistance to individuals on an ongoing and systematic basis carried out by an expert who has received special training for that purpose, so that individuals can understand themselves, their environment, and can direct themselves and adapt themselves (McLure Wasko & Faraj, 2000) with the environment to be able to develop their potential optimally for their own welfare and the welfare of society.

The target of this continuous mentoring activity is all teachers at SD Negeri 091316 Pematang Raya, namely 6 subject teachers. Implementers of continuous guidance activities for the development of active, innovative, creative, effective and fun learning are researchers assisted by administrative staff. To achieve the objectives as mentioned above, the continuous mentoring activity for the development of PAIKEM is carried out with the following program structure: (1) Opening. The opening was attended by all participants in the principal's office. In the opening, a technical explanation (objectives/expected results, participants, mechanism, schedule) of the implementation of the Training and Guidance was presented. After the opening activity was completed, it was continued with the pre-test activity. (2) Core activities. The core activity of continuous guidance for the development of PAIKEM is carried out in the form of plenary sessions and practice in class (Real Teaching). The plenary session is in the form of presentation of general materials by the principal as a resource person, followed by questions and answers and discussion of issues that are directly related to the subject matter presented. The first stage after the opening was delivered on the Theory of Development of the PAIKEM Approach. Then the second stage is filled with Practice Compiling Syllabus and lesson plans that apply the PAIKEM approach. After this activity, it was followed by a post test. This is because the next activity will be carried out in the form of direct practice in class. Real Teaching is in the form of practicing syllabus and lesson plans that apply the PAIKEM approach. This syllabus and lesson plans must have been made at the plenary session. After the real teaching activity was carried out, it was followed by reflection to find out various shortcomings which were then used as the basis for the next real teaching activity for each teacher.

Supervision as a learning activity that is planned to assist teachers in doing work effectively. Supervision is defined as assistance from researchers in achieving educational goals in the form of encouragement, guidance, and opportunities for the growth of skills and abilities of teachers in efforts to reforms in education and teaching, selection of learning tools and better teaching methods, ways of teaching and learning (Kotirde & Yunos, 2015). a systematic way of assessing the teaching process (Astuti, 2017). Continuous guidance carried out by researchers in carrying out activities or efforts that can help teachers teach and achieve the goals of supervision itself which in this case helps teachers in teaching preparation, implementation of learning, to evaluation of learning which will also support the professionalism of teachers in the learning process . The way that is done so that the implementation of supervision can run well is by using appropriate supervision techniques and methods, supervision programs and schedules that are carried out regularly and directed, as well as various ways that can support teacher professionalism, for example by involving and involving teachers in activities teacher teaching quality development activities. The target of supervision is to increase the professional competence of teaching teachers in planning, implementing, and evaluating learning.

The hypothetical action in PTS is: "If the continuous mentoring activities for the implementation of Active, Innovative, Creative, Effective, and Fun Learning (PAIKEM) can be carried out properly, the professional competence of teachers in implementing PAIKEM in SD Negeri 091316 Pematang Raya will increase".

3. Materials and Methods

This study was conducted at SD Negeri 091316 Pematang Raya. This research was conducted for 3 months starting from March 1 to the end of June 2021. The object of this research is the professional skills of the teachers of SD Negeri 091316 Pematang Raya and the research subjects in this PTS are 6 teachers of SD Negeri 091316 Pematang Raya. Data collection techniques in this study were obtained through observation and field data notes, interviews, test results and notes on reflections/discussions conducted by researchers and research partners. This type of research is classroom action research. Classroom Action Research is research conducted in the classroom using an action to improve the quality of the teaching and learning process in order to obtain better results than before. (Nasongkhla & Sujiva, 2015). The reference used as a guide for this research is the class action research model of Kemmis and Mc. Taggart which includes planning, action, implementation of action and observation, and reflection. In detail, the actions to be carried out are as follows:

Held PAIKEM development guidance which was attended by all teachers of SD Negeri 091316 Pematang Raya. This activity aims to: a) Improve the understanding of teachers of SD Negeri 091316 Pematang Raya in developing PAIKEM; b) Improving the professional competence of SD Negeri 091316 Pematang Raya in developing PAIKEM. Guiding teachers to make teaching preparation (RPP) based on the PAIKEM approach. In this PTS focused on 6 teachers who became research subjects. Observing teacher activities in carrying out learning activities based on the PAIKEM approach (in PTS this is focused on 6 teachers who are research subjects). Conducting reflections (discussions between researchers/principals and observed teachers) on the advantages and disadvantages of PAIKEM-based learning activities that have been implemented and trying to make formulas for the implementation of the next cycle.

Data analysis was carried out qualitatively and quantitatively at the end of each learning cycle in the form of student learning outcomes data, and student learning participation data. The components observed or assessed from student participation consist of 10 indicators, namely participation in asking questions, participating in answering, completing assignments completely, participation in discussions, student involvement in the learning process, diligent in doing assignments, recording teacher explanations, solving problems on the board. write, take individual tests, and conclude the subject matter at the end of the lesson with an explanation of the assessment as described in the table below.

To increase the validity of this classroom action research by minimizing subjectivity through triangulation. There are four forms of triangulation, namely source triangulation, method triangulation, investigator triangulation, and theoretical triangulation. This classroom action research uses source triangulation, namely by comparing and checking back the degree of confidence in information obtained through different times and tools, namely observations of the learning process, formative test results, results of increased student participation, syllabus, and lesson plans. This research was conducted using the classroom action research method, which was carried out in three cycles, each cycle consisting of planning, implementation, observation and reflection. The researcher expects in detail the indicators for achieving results, at least 75% of teachers make the four components of the Targeted Learning Implementation Plan as follows.

- The components of making the RPP are expected to achieve 100%.
- The implementation component of the learning process is expected to achieve 85%.
- The learning outcomes assessment component is expected to reach 85%.
- The class management component is expected to achieve 75%.

3.1. Data Collection

The results of observations of the initial conditions of professional competence of SD Negeri 091316 Pematang Raya teachers in managing the learning process at the time before the action was taken can be seen in Table below:

Table 1. Results of Continuous Guidance Aspects of Learning Implementation Plans in Initial Conditions

No.	Teacher(s)	Score	Qualification	Achievement	
				Complete	Complete
1	Teacher 1	57.00	Less	-	√
2	Teacher 2	62.00	Enough	-	√
3	Teacher 3	59.00	Less	-	√
4	Teacher 4	64.00	Enough	-	√
5	Teacher 5	65.00	Enough	-	√
6	Teacher 6	70.00	Good	√	-
	Amount	377.00	-	1	5
	Average	62.83	Enough	-	-
	Percentage	-	-	16.67	83.33

Table 1 shows that in the aspect of assessing the implementation plan for teaching professional competence of SD Negeri 091316 Pematang Raya teachers as many as 6 teachers showed unsatisfactory results because there was one teacher who obtained a minimum score of GOOD or 16.67%, and 2 teachers or 33, 33% with a qualifying score of LESS and 3 teachers or 50% in the ENOUGH criteria with an average score of 62.83 in the ENOUGH criteria. An explanation of the assessment of aspects of the implementation of the learning process in the initial conditions as described in the table below.

Table 2. Results of Continuous Guidance in the Field of Implementation of the Learning Process in Initial Conditions

No.	Teacher(s)	Score	Qualification	Achievement	
				Complete	Complete
1	Teacher 1	62.57	Enough	-	√
2	Teacher 2	64.86	Enough	-	√
3	Teacher 3	60.86	Enough	-	√
4	Teacher 4	62.57	Enough	-	√
5	Teacher 5	66.86	Enough	-	√
6	Teacher 6	70.57	Good	-	√
Amount		388.29	-	0	6
Average		64.71	Enough	-	-
Percentage		-	-	0.00	100.00

Table 2 captures the professional competence of teachers at SD Negeri 091316 Pematang Raya as many as 6 teachers in the assessment aspect of the implementation of the learning process showed unsatisfactory results because only 1 teacher scored in the GOOD criteria, and there were only 5 teachers or 8.88% of ENOUGH scores with an average score of 64.71 in the ENOUGH criteria. An explanation of the aspects of the assessment of student learning outcomes in the initial conditions by each teacher is as described in the table below.

Table 3. Results of Continuous Guidance in the Field of Assessment of Learning Outcomes in Initial Conditions

No.	Teacher(s)	Score	Qualification	Achievement	
				Complete	Complete
1	Teacher 1	61.57	Enough	-	√
2	Teacher 2	62.86	Enough	-	√
3	Teacher 3	59.86	Enough	-	√
4	Teacher 4	65.57	Enough	-	√
5	Teacher 5	62.86	Enough	-	√
6	Teacher 6	75.57	Enough	-	√
Amount		388.29	-	0	6
average		64.72	Enough	-	-
Percentage		-	-	0.00	100.00

Table 3 indicates the professional competence of subject teachers at SD Negeri 091316 Pematang Raya. as many as 6 teachers showed unsatisfactory results because as with the implementation of the learning process, in the assessment of learning outcomes there were no teachers who had good professional competence and all teachers scored enough or 100% with an average score of 64.72 in the LESS criteria. In the last aspect of the assessment of the implementation of the learning process, namely the aspect of classroom management in the initial conditions which was attended by 6 teachers as shown in the table below.

Table 4. Results of Continuous Guidance in Class Management in Initial Conditions

No.	Teacher(s)	Score	Qualification	Achievement	
				Complete	Complete
1	Teacher 1	61.67	Enough	-	√
2	Teacher 2	62.33	Enough	-	√
3	Teacher 3	65.67	Enough	-	√
4	Teacher 4	66.87	Enough	-	√
5	Teacher 5	68.37	Enough	-	√

6	Teacher 6	72.67	Good	√	√
	Amount	397.58	-	1	5
	Average	66.26	Enough	-	-
	Percentage	-	-	16.67	83.33

Table 4 displays the professional competence of teachers at SD Negeri 091316 Pematang Raya as many as 6 teachers showed unsatisfactory results because there were no teachers who were declared to have good professional competence in managing the learning process in the classroom management assessment, and there were only 1 teacher (16.67) in GOOD criteria and 5 teachers (83.33%) in the ENOUGH criteria and the average score of 66.26 in the ENOUGH criteria. Also, it indicates that the professional competence of SD Negeri 091316 Pematang Raya teachers in the implementation of the management of the learning process is still low, this is evidenced in the initial condition data where all the assessment instruments for the implementation of the management of the learning process show unsatisfactory results because the teacher's professional competence SD Negeri 091316 Pematang Raya. In the implementation of the management of the learning process is not satisfactory. This fact shows the need for improvement activities to improve the professional competence of teachers in the implementation of the management of the learning process, namely by carrying out Continuous Guidance activities.

The Continuous Guidance Activities will be carried out in two cycles, where in each cycle an increase in teacher professional competence will be assessed in the implementation of learning process management using assessment instruments that have been determined in accordance with applicable regulations regarding standards for implementing learning process management.

3.2. Cycle I

3.2.1. Planning

In the first cycle, the action begins with planning. The activities carried out at the planning stage are 1) preparing a pre-conference about the obstacles faced by teachers in the Implementation of the Management of the learning process for the teachers of SD Negeri 091316 Pematang Raya. This is done by asking about the Implementation of the Management of the learning process that they do not understand, referring to Permendiknas Number 41 of 2007 concerning Process Standards, 2) arranging a schedule of supervision activities related to action research activities. In this activity, the researcher has coordinated with each subject teacher to determine the time for implementing action research activities.

3.2.2. Action

After the planning activities are carried out, then proceed with the implementation activities. The implementation of the action takes place according to the specified time. The description of the implementation is as follows: At the first meeting, the teacher Continuing Guidance researchers according to a predetermined schedule. Researchers provide learning about increasing professional competence in the implementation of the learning process which includes the readiness of learning tools, classroom management and textbooks. Researchers must guide teachers in selecting and using strategies/methods/learning techniques/guidance that can develop various potentials of students through subjects at school. Therefore, in terms of planning learning, the Principal should provide direct guidance to each teacher with Continuous Guidance by providing input and directions in terms of selecting and using appropriate materials, methods, and learning resources in order to develop various potentials. student. At the end of the first meeting, the researcher asked the teachers' willingness to carry out further activities, namely by carrying out classroom observations carried out in accordance with the agreement with the teachers.

At the second meeting, the activities carried out during the implementation of the Continuous Guidance activities were in principle the same for each teacher, namely by carrying out classroom observation activities during the learning process. The explanation of the class observation activities carried out is Ask the teacher to show the learning tools they have to be assessed according to the observation sheet provided. Conducting question and answer activities about the difficulties experienced by teachers in preparing learning tools for each teacher at the beginning of class observation activities. Provide guidance on the preparation of learning tools to each teacher. Provide solutions or problem solving to problems that arise on the basis of an agreement between the researcher and each teacher. Ask the teacher to carry out learning activities in class. The researcher observed the learning activities carried out by each teacher using 4 instruments, namely the learning implementation plan, the implementation of the learning process, and the assessment of learning outcomes. The researcher observes the learning activities for 1 hour of lessons and asks the teacher's willingness to hold a meeting with the researcher in the designated room after the learning process is complete.

At the follow-up meeting, the researcher provided guidance, direction and discussion with each teacher regarding the process of implementing the learning that had been carried out to find solutions and problem solving for the problems that arose in the implementation of these learning activities. After it was deemed sufficient, at the end of the meeting with each supervised teacher, the researcher asked the teacher to prepare learning tools in accordance with applicable

regulations and collected the day before the implementation of the second cycle of activities. Third, closing the supervision activity by greeting and thanking the teachers for the good cooperation.

3.2.3. Observation

Observation activities use observation sheets based on 4 aspects of the assessment. In the aspect of the learning implementation plan as described below.

Table 5. Results of Continuous Guidance Aspects of Learning Implementation Plans in Cycle I

No.	Teacher(s)	Score	Qualification	Achievement	
				Complete	Complete
1	Teacher 1	62.00	Enough	-	√
2	Teacher 2	65.00	Enough	-	√
3	Teacher 3	66.00	Enough	-	√
4	Teacher 4	69.00	Enough	-	√
5	Teacher 5	70.00	Good	√	-
6	Teacher 6	74.00	Good	√	-
Amount		406.00	-	2	4
Average		67.67	Enough	-	-
Percentage		-	-	33.33	66.67

Table 5 explains that in the aspect of the assessment of the learning implementation plan as many as 6 teachers showed good enough results because there were 2 teachers or 33.33% who were declared to have GOOD professional competence in managing the learning process in the assessment of the learning implementation plan and 4 teachers still in the ENOUGH criteria and the average score of 67.67 in the ENOUGH criteria. An explanation of the assessment of aspects of the implementation of the learning process in Cycle I as described in the table below.

Table 6. Results of Continuous Guidance Aspects of the Implementation of the Learning Process in Cycle I

No	Teacher(s)	Score	Qualification	Achievement	
				Complete	Complete
1	Teacher 1	65.57	Enough	-	√
2	Teacher 2	68.86	Enough	-	√
3	Teacher 3	65.86	Enough	-	√
4	Teacher 4	69.57	Enough	√	-
5	Teacher 5	68.86	Enough	-	√
6	Teacher 6	74.57	Good	√	-
Amount		413.29	-	1	5
Average		68.89	Enough	-	-
Percentage		-	-	16.67	83.33

Table 7 shows the implementing the learning process for 6 teachers at SD Negeri 091316 Pematang Raya. The results showed an increase from the initial condition because there were 2 teachers or 33.33% declared to have GOOD professional competence and 4 teachers or 66.67% in the ENOUGH criteria with an average score of 65.43 in the ENOUGH criteria. The explanation of the results of the assessment of the aspects of the assessment of learning outcomes in the implementation of the first cycle is as described in the table below.

Table 7. Results of Continuous Guidance Aspects of Learning Outcome Assessment in Cycle I

No.	Teacher	Score	Qualification	Achievement	
				Complete	Complete
1	Teacher 1	64.57	Enough	-	√
2	Teacher 2	66.86	Enough	-	√
3	Teacher 3	63.86	Enough	-	√
4	Teacher 4	67.57	Enough	-	√
5	Teacher 5	70.86	Good	√	-

6	Teacher 6	80.57	Good	√	-
	Amount	414.29	-	2	4
	Average	69.04	Enough	-	-
	Percentage	-	-	33.33	66.67

Table 7 captures the aspect of the assessment of learning outcomes showed improved results from the initial conditions because there were 3 teachers with GOOD criteria and 3 teachers in ENOUGH assessment criteria. The average value is 65.42 with ENOUGH criteria. An explanation of the assessment of aspects of classroom management in Cycle I as described in the table below.

Table 8. Results of Continuous Guidance Aspects of Classroom Management in Cycle I

No.	Teacher(s)	Score	Qualification	Achievement	
				Complete	Complete
1	Teacher 1	65.67	Enough	-	√
2	Teacher 2	67.33	Enough	-	√
3	Teacher 3	69.67	Enough	-	√
4	Teacher 4	68.87	Enough	-	√
5	Teacher 5	70.37	Good	√	-
6	Teacher 6	75.67	Good	√	-
	Amount	417.48	-	2	4
	Average	69.58	Enough	-	-
	Percentage	-	-	633,33	366,67

Table 8 explains that the professional competence of subject teachers in classroom management there are 4 teachers in the GOOD criteria and 2 teachers in the ENOUGH criteria with an explanation of the average score of 66.83 in the ENOUGH criteria.

3.2.4. Reflection

The next activity is discussion and reflection. Based on the results of data analysis in cycle I, it can be concluded that the professional competence of teachers in the implementation of the management of the learning process. These results also indicate that the Continuous Guidance activities in the context of increasing professional competence. Implementation of the Management of the mentoring process has not run optimally. The things that cause the low professional competence of teachers in the implementation of the management of the learning process.

In general, the implementation of the first cycle went smoothly, although it took a long time, and from the results of the discussion there were some teachers who felt they were not ready and objected to preparing learning tools in only 1 week, but after being given an explanation they were able to follow and understand purpose of the meeting. To maintain and increase the success of the first cycle, in the second cycle the following actions are planned: Researchers are trying to improve the understanding of SD Negeri 091316 Pematang Raya teachers, both in managing learning planning learning tools, implementing learning, learning evaluations, as well as efforts to follow up on learning outcomes so that it will make it easier for teachers to implement the learning process in their respective classes. When the learning process is in progress, starting from preparing lesson plans, implementing learning, evaluating, and following up on the results, the researcher always accompanies the teachers, so that things do not happen again as expected as in cycle I. Of course, there needs to be time for that. . Therefore, one week before the implementation of the second cycle will be used for the process of SD Negeri 091316 Pematang Raya, which is carried out after the effective lesson hours take place. On that basis, to all teachers, the researchers asked their willingness not to immediately leave school. The time required for it is approximately 2 hours. This has been agreed by the teachers.

3.3. Cycle II

3.3.1. Planning

Based on the results of the first cycle, the specified minimum completeness criteria have not been met. Therefore, the cycle will be continued in cycle II. Cycle II begins with planning activities, activities based on the results of cycle I, planning in cycle II is made by considering the results of reflection from cycle I. In cycle II, the action begins with planning. The activities carried out at the planning stage are 1) preparing a pre-conference about the obstacles faced by teachers in the Implementation of the Management of the learning process for the teachers of SD Negeri 091316

Pematang Raya in cycle I, b) arranging a schedule of supervision activities related to research activities. action with each subject teacher.

3.3.2. Action

The next activity is the implementation of cycle II. Implementation activities in cycle II are further intensified, considering the results of reflections from the implementation activities of cycle I. The implementation of action research in cycle II is the same as the design in cycle I. However, in cycle II, teachers will be guided more in terms of implementing the management of the learning process, as well as more guided.

After the planning activities are carried out, then proceed with the implementation activities. The implementation of the action takes place according to the specified time. The description of the implementation is as follows: At the first meeting, the researcher held Continuous Guidance according to a predetermined schedule and carried out with the pattern of SD Negeri 091316 Pematang Raya in a teacher council meeting. The researcher gave the government of Silangkitang 1 about improving the professional competence of teachers in the implementation of the learning process which includes the readiness of learning tools, classroom management and textbooks. Researchers must guide teachers in selecting and using strategies/methods/learning techniques/guidance that can develop various potentials of students through subjects at school. Therefore, in terms of planning learning, the Principal should provide direct guidance to each teacher with Continuous Guidance by providing input and directions in terms of selecting and using appropriate materials, methods, and learning resources in order to develop various potentials. student. At the end of the first meeting, the researcher asked the teachers' willingness to carry out further activities, namely by carrying out classroom observations which were carried out in accordance with the agreement with the teachers. At the second meeting, the activities carried out during the implementation of the Continuous Guidance activities were in principle the same for each teacher, namely by carrying out classroom observation activities during the learning process. The explanation of the class observation activities carried out is as follows:

Ask the teacher to show the learning tools he has to be given an assessment according to the observation sheet that has been provided.

1. Conducting question and answer activities about the difficulties experienced by teachers in preparing learning tools for each subject teacher at the beginning of class observation activities.
2. Provide an explanation to the teachers of SD Negeri 091316 Pematang Raya about the preparation of learning tools for each teacher.
3. Provide solutions or problem solving to problems that arise on the basis of an agreement between the researcher and each teacher at SD Negeri 091316 Pematang Raya.
4. Ask the teacher to carry out learning activities in the classroom.

Researchers observed learning activities carried out by each teacher using 4 instruments, namely learning implementation plans, implementation of the learning process, assessment of learning outcomes. The researcher observes the learning activities for 1 hour of lessons and asks the teacher's willingness to hold a meeting with the researcher in the designated room after the learning process is complete. At the follow-up meeting, the researcher provided guidance, direction and discussion with each teacher regarding the learning implementation process that had been carried out to find solutions and problem solving for problems that arose in the implementation of these learning activities. After it was deemed sufficient, at the end of the meeting with each supervised teacher, the researcher asked the teacher to prepare teacher learning tools in accordance with applicable regulations and collected the day before the implementation of the second cycle of activities. Closing the supervision activity by saying hello and thank you for the good cooperation that has been carried out by the teachers of SD Negeri 091316 Pematang Raya

3.3.3. Observation

Observation of learning activities carried out to assess the improvement of teacher professional competence in the implementation of the learning process using 4 instruments, namely learning implementation plans, implementation of learning processes, assessment of learning outcomes. In the aspect of the lesson plan implementation cycle II, the results of the assessment are based on observations on the implementation of classroom observation activities as described below.

Table 9. Results of Continuous Guidance Aspects of Learning Implementation Plans in Cycle II

No	Teacher(s)	Score	Qualification	Achievement	
				Complete	Complete
1	Teacher 1	72.00	Good	√	-
2	Teacher 2	75.00	Good	√	-
3	Teacher 3	76.00	Good	√	-

4	Teacher 4	79.00	Good	√	-
5	Teacher 5	85.00	Very Good	√	-
6	Teacher 6	86.00	Very Good	√	-
	Amount	473.00	-	6	0
	Average	78.83	Very Good	-	-
	Percentage	-	-	100.00	0.00

Table 9 explains that in the aspect of the assessment of the learning implementation plan in the implementation of the second cycle carried out to 4 teachers or 66.67% stated to have GOOD professional competence and 4 teachers or 33.33% VERY GOOD category in managing the learning process at assessment of the learning implementation plan with an average score of 78.83 in GOOD criteria. An explanation of the assessment of aspects of the implementation of the learning process in the implementation of action research activities in cycle II is as described in the table below.

Table 10. Results of Continuous Guidance Aspects of the Implementation of the Learning Process in Cycle II

No.	Teacher(s)	Score	Qualification	Achievement	
				Complete	Complete
1	Teacher 1	71.57	Good	√	-
2	Teacher 2	70.86	Good	√	-
3	Teacher 3	77.86	Good	√	-
4	Teacher 4	81.43	Good	√	-
5	Teacher 5	72.14	Good	√	-
6	Teacher 6	79.29	Good	√	-
	Amount	301.71	-	6	0
	Average	75.43	Good	-	-
	Percentage	-	-	100.00	0.00

Table 10 explained that in the aspect of implementing the learning process for 6 subject teachers at SD Negeri 091316 Pematang Raya. showed an increase in results from the first cycle because there were 6 teachers or 100% declared to have professional competence with an average score of 75.43 in GOOD criteria. The explanation of the results of the assessment of aspects of the assessment of learning outcomes in the implementation of the first cycle is as described in the table below.

Table 11. Results of Continuous Guidance Aspects of Learning Outcome Assessment in Cycle II

No.	Teacher(s)	Score	Qualification	Achievement	
				Complete	Complete
1	Teacher 1	78.67	Good	√	-
2	Teacher 2	82.00	Good	√	-
3	Teacher 3	73.67	Good	√	-
4	Teacher 4	75.33	Good	√	-
5	Teacher 5	86.67	Very Good	√	-
6	Teacher 6	91.67	Very Good	√	-
	Amount	309.67	-	6	0
	Average	77.42	Good	-	-
	Percentage	-	-	100.00	0.00

Table 11 explains that the aspect of assessment of learning outcomes showed increased results from the first cycle because there were 2 teachers with VERY GOOD criteria and 4 teachers in GOOD assessment criteria. The average value is 77.42 with GOOD criteria. An explanation of the assessment of the classroom management aspect in Cycle I as described in the Table below.

Table 12. Results of Continuous Guidance Aspects of Classroom Management in Cycle II

No.	Teacher(s)	Score	Qualification	Achievement	
				Complete	Complete
1	Teacher 1	70.67	Good	-	√

2	Teacher 2	81.33	Good	√	-
3	Teacher 3	70.67	Good	-	√
4	Teacher 4	80.67	Good	√	-
5	Teacher 5	83.33	Good	√	-
6	Teacher 6	93.33	Very Good	√	-
	Amount	303.33	-	6	0
	Average	75.83	Good	-	-
	Percentage	-	-	100.00	0.00

Table 12 explains that the professional competence of teachers in classroom management is 1 teacher in the VERY GOOD criteria and 2 teachers in the GOOD criteria with an explanation of the average score of 75.83 in the GOOD criteria.

3.3.4. Reflection

The discussion and reflection activities in cycle II were based on the results obtained in this cycle, the professional competence of the Implementation of the Management of the learning process was declared complete because all teachers in all four aspects of the assessment were declared COMPLETELY because they obtained scores both individually and classically in the minimum criteria of GOOD. This shows that the teacher has been able to carry out the activities of the Implementation of the Management of the learning process well, therefore in the second cycle it can be concluded that the implementation of Continuous Guidance can significantly improve the professional competence of teachers in the implementation of the management of the learning process. Based on the results of the second cycle of action research, the minimum criteria for completeness that have been set have been met. Therefore, the cycle can be stopped.

4. Results and Discussion

The discussion on the implementation of research on improving the professional competence of teachers in the Implementation of the Management of the learning process, includes 4 assessment component instruments as presented below:

4.1. Continuous Guidance Aspect: Learning Implementation Plan

On the basis of the results of data analysis from the initial conditions, cycle I to cycle II, it can be seen that there is an increase in the average and criteria for teacher professional competence in preparing implementation plans. From the results of data analysis obtained the following results.

Table 13. Recapitulation of the Results of Continuous Guidance Aspects of the Learning Implementation Plan in Initial Conditions, Cycle I and Cycle II

No.	Teacher(s)	Cycle		
		Beginning	I	II
1	Teacher 1	57.00	62.00	72.00
2	Teacher 2	62.00	65.00	75.00
3	Teacher 3	59.00	66.00	76.00
4	Teacher 4	64.00	69.00	79.00
5	Teacher 5	65.00	70.00	85.00
6	Teacher 6	70.00	74.00	86.00
	Total	377.00	406.00	473.00
	Average	62.83	67.67	78.83

4.2. Continuous Guidance Aspect: Implementation of the Learning Process

Based on the results of data analysis from the initial conditions, cycle I to cycle II, there is an increase in the average and criteria for teacher professional competence in the Implementation of the Learning Process. From the results of data analysis obtained the following results.

Table 14. Recapitulation of the Results of Continuous Guidance Aspects of the Implementation of the Learning Process in Initial Conditions, Cycle I and Cycle II

No.	Teacher(s)	Cycle		
		Beginning	I	II
1	Teacher 1	62.57	65.57	71,57
2	Teacher 2	64.86	68.86	70,86
3	Teacher 3	60.86	65.86	77.86
4	Teacher 4	62.57	69.57	81.43
5	Teacher 5	66.86	68.86	72.14
6	Teacher 6	70.57	74.57	79.29
Total		388.29	413.29	301.71
Average		64.71	68.89	75.43

4.3. Continuous Guidance Aspect: Assessment of Learning Outcomes

In cycle II, there is an increase in the average and criteria for teacher professional competence in the Assessment of Learning Outcomes. From the results of data analysis obtained the following results.

Table 15. Recapitulation of the Results of Continuous Guidance Aspects of Assessment of Learning Outcomes in Initial Conditions, Cycle I and Cycle II

No	Teacher(s)	Cycle		
		Beginning	I	II
1	Teacher 1	61.57	64.57	78.67
2	Teacher 2	62.86	66.86	82.00
3	Teacher 3	59.86	63.86	73.67
4	Teacher 4	65.57	67.57	75.33
5	Teacher 5	62.86	70.86	86.67
6	Teacher 6	75.57	80.57	91.67
Total		388.29	414.29	309.67
Average		64.72	69.04	77.42

4.4. Continuous Guidance Aspect: Class Management

In cycle II, there is an increase in the average and criteria for teacher professional competence in Class Management. From the results of data analysis obtained the following results.

Table 16. Recapitulation of the Results of Continuous Guidance Aspects of Classroom Management in Initial Conditions, Cycle I and Cycle II

No.	Teacher(s)	Cycle		
		Beginning	I	II
1	Teacher 1	61.67	65.67	70.67
2	Teacher 2	62.33	67.33	81.33
3	Teacher 3	65.67	69.67	70.67
4	Teacher 4	66.87	68.87	80.67
5	Teacher 5	68.37	70.37	83.33
6	Teacher 6	72.67	75.67	93.33
Total		397.58	417.48	303.33
Average		66.26	69.58	75.83

The discussion on the implementation of action research with the application of Continuous Guidance on improving the professional competence of teachers in the Implementation of the Management of the learning process, includes 4 assessment component instruments, namely Aspects of Learning Implementation Plans, Implementation of Learning Processes, Assessment of Learning Outcomes, and Class Management, each of which shows the final results. good and meet the success criteria that have been set, so it can be concluded that the application of Continuous Guidance

is proven to be able to improve the professional competence of teachers at SD Negeri 091316 Pematang Raya in the Implementation of the Management of the learning process.

The results of the action research show several important things regarding the Continuous Guidance activities carried out in fostering teachers at SD Negeri 091316 Pematang Raya, especially in the implementation of the learning process. The results of data analysis in each cycle showed an increase in the four aspects of the assessment, with an explanation of the increase in the aspect of preparing the implementation plan in the initial conditions from 62.83 (enough) to 67.67 (enough) and 78.83 (good), in the implementation aspect. learning from the average value of 64.71 (enough) increased to 68.89 (enough) and 75.43 (good) in the second cycle, in the aspect of assessment of learning outcomes from an average of 64.72 (less) to 69.04 (enough) and 77.42 (good) and on the aspect of classroom management from 66.26 (poor) to 66.83 (enough) and 75.83 (good).

The conclusion from the implementation of Continuous Guidance activities on the implementation of the learning process proves that the implementation of supervision activities with Continuous Guidance carried out is very necessary to improve the professional competence of managing the implementation of the learning process for teachers. The increase in professional competence will have a positive impact, namely increasing efficiency, quality and expansion of performance in the world of education. The results of the implementation of school action research activities by implementing Continuous Guidance activities to improve the professional competence of teachers in the implementation of the learning process at SD Negeri 091316 Pematang Raya. shows an increase in professional competence in the implementation of the teacher learning process in each cycle. This is evidenced by the increase in the assessment results in each cycle. From this explanation, it can be concluded that in principle the implementation of Continuous Guidance activities carried out by researchers is proven to be able to improve the professional competence of teachers in implementing the learning process at SD Negeri 091316 Pematang Raya.

5. Conclusions

After analyzing the data from the action research followed by reflection on the collected data, it can be concluded that continuous guidance can improve the professional competence of teachers in the implementation of the learning process at SD Negeri 091316 Pematang Raya. With the implementation of Continuous Guidance, there is an exchange of thoughts or opinions through a conversation about a problem to find alternative solutions. Discussion activities with each teacher carried out at the end of the supervision activity are one of the supervision techniques used to develop various skills in teachers in overcoming various problems or difficulties by exchanging ideas with one another. Through this technique the principal can help teachers to know each other, understand, or explore a problem, so that together they will try to find alternative solutions to the problem.

The results of data analysis in each cycle showed an increase in the four aspects of the assessment, with an explanation of the increase in aspects of preparing an implementation plan in the initial conditions from 54.00 with the criteria of less value increased to 67.67 with the criteria of sufficient value and 78.83 with the criteria of good value, in the aspect of the implementation of learning from the average value of 64.71 with the criteria of less value increased to 65.43 with the criteria of sufficient value and 75.43 with the criteria of good value in the second cycle, in the aspect of the assessment of learning outcomes from an average of 64.72 with the criterion of a low score becomes 65.42 with a criterion of sufficient value and 77.42 with a criterion of good value and in the aspect of classroom management from 66.26 with a criterion of less value to 66.83 with a criterion of sufficient value and 75.83 with a criterion of good value.

Author Contributions: Conceptualization, J.A.S. and J.S.; methodology, J.A.S.; software, J.A.S.; validation, J.S., M.S. and T.O.S.; formal analysis, J.A.S.; investigation, J.A.S.; resources, J.A.S.; data curation, J.S., M.S. and T.O.S.; writing—original draft preparation, J.A.S. and J.S.; writing—review and editing, J.A.S., J.S., M.S. and T.O.S.; visualization, J.A.S.; supervision, J.S., M.S. and T.O.S.; project administration, J.A.S.; funding acquisition, J.A.S. All authors have read and agreed to the published version of the manuscript.

Funding: This research received no external funding.

Institutional Review Board Statement: Not applicable.

Informed Consent Statement: Informed consent was obtained from all subjects involved in the study.

Data Availability Statement: Not applicable.

Acknowledgments: The author would like to thank Universitas HKBP Nommensen, Medan, Indonesia for supporting this research and publication. We would also like to thank the reviewers for their constructive comments and suggestions.

Conflicts of Interest: The authors declare no conflict of interest.

References

Akyıldız, S. T., & Çelik, V. (2020). Thinking outside the box: Turkish EFL teachers' perceptions of creativity. *Thinking Skills and Creativity*, 36, 100649. <https://doi.org/https://doi.org/10.1016/j.tsc.2020.100649>

- Andria, T. (2016). Peran Bimbingan Keagamaan dalam Penanggulangan Kenakalan Remaja. *Jurnal Bimas Islam*, 9(1), 151–206.
- Anugraheni, I. (2017). Analisa Faktor-Faktor yang Mempengaruhi Proses Belajar Guru-Guru Sekolah Dasar. *Kelola: Jurnal Manajemen Pendidikan*, 4(2), 205. <https://doi.org/10.24246/j.jk.2017.v4.i2.p205-212>
- Astuti, S. (2017). Supervisi akademik untuk meningkatkan kompetensi guru di SD Laboratorium UKSW. *Scholaria: Jurnal Pendidikan Dan Kebudayaan*, 7(1), 49–59.
- Borg, C. (2017). *A literary translation in the making: an in-depth investigation into the process of a literary translation from French into Maltese*. Aston University.
- Darmayadi, A. (2018). Potential Cooperation Between West Java Provincial Government and the City of Chongqing in the Framework of sister province. *International Conference on Business, Economic, Social Science and Humanities (ICOBEST 2018)*, 72–77.
- Duta, N., Panisoara, G., & Panisoara, I.-O. (2015). The Effective Communication in Teaching. Diagnostic Study Regarding the Academic Learning Motivation to Students. *Procedia - Social and Behavioral Sciences*, 186, 1007–1012. <https://doi.org/https://doi.org/10.1016/j.sbspro.2015.04.064>
- Kotirde, I. Y., & Yunos, J. B. M. (2015). The Processes of Supervisions in Secondary Schools Educational System in Nigeria. *Procedia - Social and Behavioral Sciences*, 204, 259–264. <https://doi.org/https://doi.org/10.1016/j.sbspro.2015.08.149>
- McLure Wasko, M., & Faraj, S. (2000). "It is what one does": why people participate and help others in electronic communities of practice. *The Journal of Strategic Information Systems*, 9(2), 155–173. [https://doi.org/https://doi.org/10.1016/S0963-8687\(00\)00045-7](https://doi.org/https://doi.org/10.1016/S0963-8687(00)00045-7)
- Muhzar, L. (2020). Meningkatkan Kemampuan Guru dalam Menyusun Rencana Pelaksanaan Pembelajaran (RPP) Dengan Pembinaan Berkelanjutan SD Negeri 2 Sengkol Kecamatan Pujut Kabupaten Lombok Tengah Semester Genap Tahun Pelajaran 20182019. *JISIP (Jurnal Ilmu Sosial Dan Pendidikan)*, 4(1), 47–53. <https://doi.org/10.36312/jisip.v4i1.1019>
- Nasongkhla, J., & Sujiva, S. (2015). Teacher Competency Development: Teaching with Tablet Technology through Classroom Innovative Action Research (CIAR) Coaching Process. *Procedia - Social and Behavioral Sciences*, 174, 992–999. <https://doi.org/https://doi.org/10.1016/j.sbspro.2015.01.723>
- Ocak, M. A. (2011). Why are faculty members not teaching blended courses? Insights from faculty members. *Computers & Education*, 56(3), 689–699. <https://doi.org/https://doi.org/10.1016/j.compedu.2010.10.011>
- Purbasari, H. Y., Fitria, H., & Martha, A. (2021). Implementasi Supervisi Kepala Sekolah dalam Pembinaan Profesionalitas Guru. *Jurnal Pendidikan Tambusai*, 5(3), 6361–6372.
- Sandha, T., Hartati, S., & Fauziah, N. (2018). Hubungan antara self esteem dengan penyesuaian diri pada siswa tahun pertama SMA Krista Mitra Semarang. *Jurnal Empati*, 1(1), 47–82.
- Shaari, A. S., Yusoff, N. M., Ghazali, I. M., Osman, R. H., & Dzahir, N. F. M. (2014). The Relationship between Lecturers' Teaching Style and Students' Academic Engagement. *Procedia - Social and Behavioral Sciences*, 118, 10–20. <https://doi.org/https://doi.org/10.1016/j.sbspro.2014.02.002>
- Siregar, P. S., Wardani, L., & Hatika, R. G. (2017). Penerapan pendekatan pembelajaran aktif inovatif kreatif efektif dan menyenangkan (Paikem) pada pembelajaran matematika kelas Iv Sd Negeri 010 Rambah. *Jurnal Pemikiran Dan Pengembangan Sekolah Dasar (JP2SD)*, 5(2), 743–749.
- Vermunt, J. D., & Verloop, N. (1999). Congruence and friction between learning and teaching. *Learning and Instruction*, 9(3), 257–280. [https://doi.org/https://doi.org/10.1016/S0959-4752\(98\)00028-0](https://doi.org/https://doi.org/10.1016/S0959-4752(98)00028-0)
- Wang, Y.-H. (2020). Design-based research on integrating learning technology tools into higher education classes to achieve active learning. *Computers & Education*, 156, 103935. <https://doi.org/https://doi.org/10.1016/j.compedu.2020.103935>