

Research Article

Implementation of Teacher Competency Policy at SDN 2 Lubuk Seberuk, School of Mover Class II

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Abstract: This thesis examines the implementation of the teacher competency policy at SDN 2 Lubuk Seberuk, a second-cohort "Sekolah Penggerak" (Driving School) under Indonesia's Ministry of Education initiative. The study aims to analyze how policy directives regarding teacher competencies—covering pedagogical, professional, personal, and social aspects—are applied in the school's daily practices. Using a qualitative descriptive approach, data were collected through interviews, observations, and document analysis involving school principals, teachers, and educational supervisors. The findings indicate that while the policy has provided a clear framework for competency development, its implementation faces challenges such as limited resources, varying teacher readiness, and the need for continuous professional development. Nevertheless, the school shows progress in fostering a collaborative learning environment and integrating innovative teaching methods. The study concludes that effective policy implementation requires strong leadership, sustained support systems, and active stakeholder involvement to enhance teacher performance and student learning outcomes.

Keywords: teacher competency, policy implementation, Sekolah Penggerak, primary education, professional development.

1. Introduction

In an effort to improve the quality of education, teacher competency policy is an important aspect in realizing educational transformation that is able to adapt to local, national, global conditions, developments in science and technology, and the demands of the times. In realizing quality education, teachers as key actors in educational services that play a direct role for students require competencies that encourage the realization of improved quality of education. To support this role, in accordance with the mandate of Law No. 14 of 2005 concerning Teachers and Lecturers, teachers are obliged to develop their abilities. Improving teacher competency can produce good quality learning and quality graduates. In this law, article 10 explains that teacher competencies include pedagogical, social, personality and professional competencies.

The various strategies carried out by the Ministry of Education, Culture, Research and Technology above will not have a broad impact if the transformation of the importance of improving teacher competence does not come from the teacher's personality and is not supported by a policy of improving teacher competence at the education unit level. Research conducted by Sennen (2017) states that teachers' low self-motivation to develop their competence and there are still teachers who, even though they have been certified and received certification allowances, have not seriously prepared and carried out their duties as teachers professionally. Nafisa, et al., (2023) also added that in practice, the problems faced by teachers in Indonesia are very complex. There are still many teachers who are placed not in accordance with their field of expertise, so that learning does not run optimally. In addition, a number of

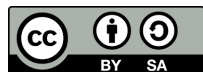
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teachers carry out their profession only as a job, not as a calling, which ultimately has an impact on the quality of the teacher itself. On the other hand, students' understanding of the material presented by the teacher is still not optimal. The results of previous research conducted by Herman, et al., (2023) on "Implementation of Teacher Professional Competence as an Effort to Improve the Quality of Learning (Case Study at SDN Bingkeng 01, Dayeuhluhur District, Cilacap Regency)" also further strengthens the importance of implementing teacher competency policies in educational units. The results of this study illustrate that the implementation of teacher professional competence needs to be improved by implementing strategies that involve the role of the principal, teacher professional organizations, and the provision of educational facilities that are in line with needs.

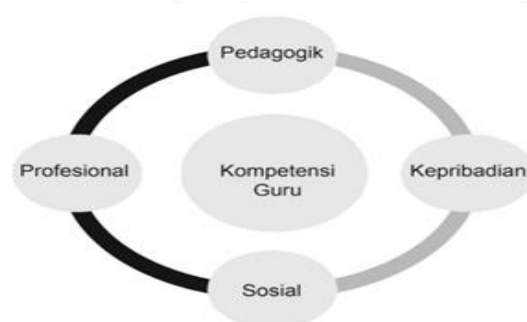
2. Literature Review

Competence comes from the word competency (English) which means ability, capability, proficiency, qualification, eligibility, readiness, skill, adequacy. According to Cilic, et al., (2015) competence is a combination of knowledge, skills, attitudes, motivation and personal characteristics that enable individuals to act actively and efficiently in certain (specific) situations.

The above definition is also supported by Usman in Febriana (2019), who stated that competence is a description of an individual's qualifications or abilities. According to the Ministry of National Education (2003), competence includes knowledge, skills, and basic values that are reflected in the habit of thinking and acting consistently and sustainably, which ultimately allows a person to become competent, namely having the knowledge, skills, and basic values needed to carry out a task (Febriana, 2019).

Understanding Teacher Competence

Researchers cite Government Regulation R1 No. 74 of 2008 concerning teachers that teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood education through formal education, basic education, and secondary education. Article (2) explains that teachers must have academic qualifications, competence, teacher certificates, be physically and mentally healthy, and have the ability to realize national education goals. The competencies referred to are a set of knowledge, skills, and behaviors that must be possessed, internalized, mastered, and actualized by teachers in carrying out professional tasks. The regulation explains that teacher competencies include pedagogical competencies, personality competencies, social competencies, and professional competencies obtained through professional education, which can be seen in the following image.



Teacher Competency Image (PP No. 74 of 2028)

Implementation of Teacher Competency Policy

Nuryani (2024) stated that the success of implementing a policy is influenced by the involvement of Human Resources (HR) in accordance with their function (organizational structure and competencies possessed), as well as the ability of leaders to direct, mobilize, and motivate all HR involved, as well as the existence of clear activity programs, budgets, and implementation procedures that are understood by policy implementers.

In addition, Fitria and colleagues (2019) added that one way to improve teacher competence is through Classroom Action Research (CAR), which is a professional development model in which teachers study how students learn in relation to the teaching methods used so that teachers can improve the teaching process which has an impact on increasing or improving the student learning process.

Hasanah in Wijaya et al., (2023) emphasized that there are various efforts that can be made by educational units to improve teacher competence. First, teachers can take the initiative to continue their education to a higher level and actively participate in MGMP/KKG activities, training, coaching, workshops, seminars, and strive to improve the quality of their performance. Second, the principal also has an important role in fostering and encouraging the improvement of teacher competence through various means

Quality of Education

According to the Great Dictionary of the Indonesian Language, "quality" is defined as the level or measure of good or bad of something, which includes quality, level, or degree such as intelligence and intelligence. Quality can also be understood as the overall picture and characteristics of a product or service that reflects its ability to meet expected needs (Siswopranoto, 2022). Nationally, education quality standards refer to Government Regulation of the Republic of Indonesia Number 57 of 2021 concerning National Education Standards (SNP).

In addition, the Ministry of Education, Culture, Research and Technology also describes the quality of education as measured through the results of the education report to see the extent to which schools can achieve educational achievements from input, process, and output, so that schools as a system can be seen comprehensively in terms of their achievements and also the problems faced through identification, reflection, and improvement. The following is a detailed description of the quality of education as seen from input, process, and output (Kemendikbudristek, 2023).



Input Aspect Image (Ministry of Education, Culture, Research and Technology, 2023)



Output Aspect Image (Ministry of Education, Culture, Research and Technology, 2023)

Based on the description above, it can be concluded that the description of teacher competence is an input dimension that can influence the process dimension, namely the quality and relevance of learning, which will later have an impact on the output dimension, namely the quality and relevance of learning outcomes.

METHODS

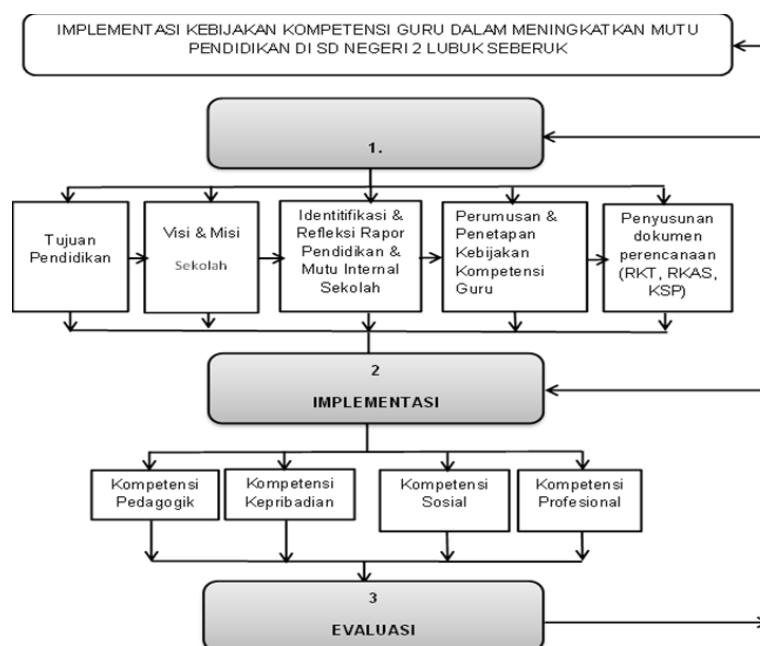
The method used in this research is a qualitative research method. Qualitative research methods are methods that aim to obtain detailed data, data that contains meaning, namely concrete data that represents the value behind the data that appears (observed). Sugiyono (2019) mentions another name for the qualitative research method, namely: the post-positivistic method because it is based on the philosophy of postpositivism, which assumes that a reality or object is dynamic and holistic (whole) that cannot be separated, so that it cannot be seen partially and broken down into several variables, but rather the result of the construction of thought and interpretation of the observed symptoms.

RESULTS AND DISCUSSION

Results

Based on the description of the research results obtained, it can be explained that the implementation of teacher competency policies in improving the quality of education at SD Negeri 2 Lubuk Seberuk includes policies related to pedagogical, personality, social, and professional teacher competencies. If the process of implementing teacher competency policies is viewed from a planning approach, the following data analysis results are obtained:

1. The preparation stage of SD Negeri 2 Lubuk Seberuk began with the formation of a quality assurance team . Including good guidance from the school supervisor.
2. The principal and quality assurance team identify the needs of educational units related to improving teacher competency by looking at national education goals, vision, and school mission, so that the objectives of the teacher competency policy at SD Negeri 2 Lubuk Seberuk are in line with the educational objectives stated in the education curriculum and also the school's vision and mission.
3. After having clear objectives, SD Negeri 2 Lubuk Seberuk prepared a data-based teacher competency policy plan. The data in question is the results of the school's self-evaluation (including the results of teacher supervision by the principal regarding the process and results of student learning, teacher coordination and communication forums, and learning community forums), as well as the results of the SD Negeri 2 Lubuk Seberuk education report.
4. Then, SD Negeri 2 Lubuk Seberuk prepared planning documents such as the Annual Work Plan (RKT), School Budget Activity Plan (RKAS), and Education Unit Curriculum (KSP) documents.



Picture of the Implementation Chart of Teacher Competency Policy at SDN 2 Lubuk Seberuk

Based on the chart above, it can be concluded that the implementation of teacher competency policies at SD Negeri 2 Lubuk Seberuk begins with data-based planning. The policy planning is based on educational objectives, school vision and mission, results of identification and reflection of educational report cards and internal school quality. After that, the principal together with the quality management team formulates and establishes policies related to teacher competencies that are integrated into school documents, namely the RKT, RKAS, and KSP documents. The next stage is the implementation stage itself. The implementation of teacher competency policies at SD Negeri 2 Lubuk Seberuk includes pedagogical, personality, social, and professional competencies.

Then, the next stage is policy evaluation. The evaluation was conducted to measure the extent to which the teacher competency policy has succeeded in improving the quality of education at SD Negeri 2 Lubuk Seberuk, as measured by the results of the education report, teacher supervision by the principal, and internal school reflection. The evaluation serves as feedback and reference for schools to improve the planning and implementation of teacher competency policies at SD Negeri 2 Lubuk Seberuk, both policies related to pedagogical, personality, social, and professional competencies.

Teacher competency policies that have been running well basically still encounter obstacles during implementation. How schools are able to identify the obstacles they face and find solutions to these obstacles is an important thing to do. The following are the challenges faced by schools in implementing teacher competency policies at SD Negeri 2 Lubuk Seberuk.

1. The suboptimal pedagogical and professional competence of teachers in the classroom related to adapting to the new curriculum and the needs of each student.
2. There is still limited training on teacher personality competencies.
3. There is still an imbalance in competence and motivation between one teacher and another, especially in the field of science and technology in learning.
4. Inter-school Teacher Working Group (KKG) activities have not been implemented consistently.
5. Lack of monitoring regarding the ongoing impact of training attended by teacher representatives (not consistently disseminated to other teacher colleagues).

Based on these challenges, the school took the following solution steps:

1. More actively participate in independent training on the Merdeka Mengajar Platform and other media related to student-centered curriculum and learning, such as the implementation of differentiated learning, teacher personality competencies.
2. Strengthening the awareness of teachers to always be good role models related to personality reflected in everyday life. The principal also provides an example for teachers and other school residents.
3. Differentiated mentoring for teachers who need it, especially teachers who are approaching retirement age.
4. Activating the implementation of KKG routinely and on schedule and optimizing learning community activities within the school.
5. More intensive mentoring by school principals and school supervisors based on school needs and support from stakeholders so that the implementation of teacher competency policies is aligned with central government policies, provincial/regional governments, and down to the education unit level.

Discussion

This study has presented data related to the implementation of teacher competency policies in improving the quality of education at SD Negeri 2 Lubuk Seberuk. This study found that the implementation of competency policies includes teacher competencies in general, namely pedagogical, personality, social, and professional competencies. However, previous research did not fully discuss the implementation of policies in the four competencies. The results of this study are supported by the regulations of Law No. 14 of 2005, which states that teachers are obliged to develop competencies as teachers, namely pedagogical, personality, social, and professional competencies.

In addition, teachers' participation in various training related to their professional competencies, invitations to competitions and appreciation in the field of education, and implementation of independent training on the Merdeka Mengajar Platform. The policy is also supported by the existence of school appreciation for teachers who have participated in independent training at PMM, as well as motivational efforts from schools for teachers to continue their education studies. This finding is supported by previous research conducted by Wijaya, Suhardi, and Amiruddin (2023) that the implementation of teacher professional competency policies can be improved through various media sources, books, and independent training, involving teachers in MGMP activities, workshops, seminars, and training facilitated by educational units, support for teacher further studies, involving teachers in various competitions, and comparative studies.

This study has presented data related to the obstacles and solutions to the implementation of teacher competency policies in improving the quality of education at SD Negeri 2 Lubuk Seberuk. This study found five obstacles faced by the school, namely: first, the less than optimal pedagogical and professional competence of teachers in the classroom related to adjustments to the new curriculum and the needs of each student. Limited training on teacher personality competence. There is still an imbalance in competence and motivation between one teacher and another, especially in the field of science and technology in learning. Hamdani (2017) supports the results of this study that the challenge in implementing teacher competency policies is because teachers do not have sufficient mastery of ICT. In addition, another challenge is that the activities of the Teacher Working Group (KKG) between schools have not been implemented consistently. Lack of monitoring related to the ongoing impact of training attended by teacher representatives (not consistently disseminated to other fellow teachers). Nuryani (2024) also added in her research that training attended by some teachers will not be optimal if not disseminated. Dissemination at the School Mover is also a separate program that must be carried out by schools that are members of the School Mover Program.

Based on these challenges, the school took the following solution steps: optimizing the use of independent training on the Merdeka Mengajar Platform and other media related to student-centered curriculum and learning. This solution was strengthened by UNESCO in the Ministry of Education and Culture (2023) which stated that amidst dynamic changes in external factors, digital technology has the potential to make access more inclusive, fast, and cheap, one of which is to improve teacher competence. The next solution is to strengthen the awareness of teachers to always be good role models related to personality reflected in everyday life. The principal also provides an example for teachers and other school residents. Differentiated mentoring for teachers in need, especially teachers who are approaching retirement age. Activating the implementation of KKG routinely and scheduled and optimizing learning community activities within the school. The results of the study presented by Nurhikmah et al., (nd) that KKG is a forum for a group of teachers that is continuous in order to develop teacher competence in teaching practice. Based on previous research, the solution taken can indeed be done as an effort to optimize teacher competence policies in improving the quality of education.

CONCLUSION

Based on the results of the analysis and discussion in chapter IV, the following conclusions were found:

as follows:

1. The implementation of teacher competency policies in improving the quality of education at SD Negeri 2 Lubuk Seberuk, School of Mover Class II, Lempuing Jaya District, has gone well, covering the following four teacher competencies:
 - a. Pedagogical Competence: aligning perceptions, implementing school Learning Communities, teachers participating in various pedagogical competence improvement activities, coaching and mentoring activities, academic supervision, and School Mover Program workshops.
 - b. Personality Competence: alignment of perceptions, application of values, reinforcement through learning communities and monthly meetings, independent training, supervision of class visits, appreciation of teachers regarding teacher discipline, and good role models from the principal.
 - c. Social Competence: aligning perceptions, implementing school culture, establishing communication and coordination forums between teachers and parents, implementing meaningful and enjoyable learning, supervising class visits.
 - d. Professional Competence: alignment of perceptions, participation of teachers, principals, and school supervisors in learning communities, various training, mentoring and dissemination of the School Mover Program workshops, appreciation or competitions in the field of education, school appreciation for teachers, academic supervision, and motivation to continue studies.
2. The obstacles and solutions to the implementation of teacher competency policies in improving the quality of education at SD Negeri 2 Lubuk Seberuk are as follows:
 - a. Constraints: Less than optimal pedagogical and professional competence of teachers in the classroom related to adjustments to the new curriculum and the needs of each student, still limited training on teacher personality competence, still existing disparities in competence and motivation between teachers, Teacher Working Group (KKG) activities between schools that have not been consistently implemented, and lack of monitoring related to the ongoing impact of training attended by teacher representatives.

- b. Solution: More active in participating in independent training, optimizing school learning communities, building awareness, differentiated mentoring for teachers, activating the implementation of KKG routinely and on schedule, more intensive mentoring by school principals and school supervisors based on school needs and support from stakeholders.

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