

THE IMPACT OF TEACHER PROFESSIONAL COMPETENCE ON THE EFFECTIVENESS OF CLASSROOM MANAGEMENT IN SECONDARY SCHOOLS

Arji Yunandar¹, Musdiani², Sariakin³

¹Universitas Bina Bangsa Getsempena, Banda Aceh, Indonesia

* Corresponding email: arjiyunandar@gmail.com

ABSTRACT

Teacher professional competence is a key factor influencing the quality of learning in the classroom. This study aims to examine the impact of teacher professional competence on the effectiveness of classroom management in secondary schools. A quantitative approach with a correlational research design was employed. The study utilized a survey method, with data collected through questionnaires distributed to respondents. The population of this study comprised all junior high school teachers in Lembah Seulawah District, Aceh Besar, totaling 102 teachers. A proportional random sampling technique was used to select 81 teachers, calculated using the Slovin formula. Data were collected through questionnaires and analyzed using the product-moment correlation test. The results revealed that teacher professional competence significantly influences classroom management. The Pearson correlation test yielded a coefficient of 0.730 ($p = 0.000$), indicating a strong positive relationship. This means that higher teacher professional competence corresponds to more effective classroom management. The very low significance value ($p = 0.000$) confirms that this relationship is statistically significant and not due to chance.

Keywords: *competency, professional, teacher, classroom management.*

INTRODUCTION

Teacher professional competence is one of the key factors that influences the quality of learning in the classroom. In the educational context, professional competence includes the knowledge, skills and attitudes possessed by teachers in carrying out teaching and educational tasks. One important dimension of this competency is the ability to manage the class effectively, which is an indicator of the success of the learning process. Effective classroom management plays a very important role in creating a conducive learning atmosphere, enabling students to focus, be active and involved in the learning process. Teachers need to be active in the academic supervision process to receive constructive feedback that can improve the quality of teaching. Through self-reflection, teachers can identify strengths and weaknesses in their teaching practice, as well as develop new strategies to improve learning. Openness to feedback and a readiness to adapt teaching approaches will help teachers continue to improve, create more effective learning environments, and improve student learning outcomes (Ali Mudlofir, 2017).

Teachers must continue to learn; teacher education is a lifelong process and is not limited to formal education. Teachers' professional development continues after they begin their teaching careers. Activities such as independent study, attending training, conducting research, and writing books are very important to enrich teachers' experience, knowledge, and skills (Oemar Hamalik, 2018). Every teacher must be aware that every learning program aims to improve the quality of education. However, in reality there are still shortcomings in carrying out their duties professionally by some teachers. The average teacher competency score is 50.64 points (Pradewo, 2021).

The results of the Teacher Competency Test (UKG) in 2022 show that nationally, the average UKG score is 56.69, while Aceh Province recorded a lower score, namely 52.31. Apart from that, the professional competency score for teachers in Aceh Province is 46.31, which is also lower than the national average score of 58.55. This shows that there is a significant gap in teacher competency between Aceh Province and the national average, which needs to be paid attention to improving the quality of education in the region (Syahril, 2024) .

Regarding teacher professional competence, Mukhtar (2018) revealed that teacher professional development efforts in Indonesia are still inadequate, especially in scientific matters. The quality and professionalism of teachers has not reached the expected standards, because some teachers deliver material inaccurately, so they are unable to provide quality education. On the other hand, teachers must also be able to manage things well. Ineffective classroom management can cause disruption in the learning process, such as disciplinary problems, lack of student attention, and low student involvement

in learning activities. Classroom management has an important role in the success of the learning process where teachers are able to create an active, creative and enjoyable learning atmosphere (Djamarah, 2015). Classroom management and teacher professionalism are important issues in improving student achievement (Marlina et al., 2020).

With classroom management, it is hoped that it will be able to create optimal learning conditions and a pleasant classroom atmosphere during the learning process (Oemar Hamalik, 2018). This can have a negative impact on achieving the expected educational goals. Therefore, teachers' professional competence, which includes the ability to design, organize and manage classes well, has a direct impact on the effectiveness of student learning and development.

In schools, especially at the secondary level, challenges in classroom management are increasingly complex, along with the diversity of student characters, differences in ability levels, and technological developments that influence learning dynamics. Teachers who have high professional competence are expected to be able to face these challenges wisely, create a pleasant classroom atmosphere, and be able to manage student behavior and interactions well. With effective classroom management, teachers can maximize student potential, reduce distractions, and improve overall learning outcomes.

This research aims to examine the impact of teacher professional competence on the effectiveness of classroom management in schools. By understanding the relationship between these two factors, it is hoped that ways can be found to improve teacher competence in classroom management, thereby creating a more optimal and quality learning process.

METHODS

This research uses a quantitative approach with a correlational research type, which aims to determine the impact of teacher professional competence on the effectiveness of classroom management in secondary schools. The research design used is a survey design, where data is collected through distributing questionnaires to respondents. The population in this study were all teachers at the Junior High School level in Seulimeum District, Aceh Besar, totaling 102 teachers. The sampling technique used was proportional random sampling of 81 teachers which was calculated using the Slovin formula. Data collection was carried out using a questionnaire consisting of two parts: a teacher professional competency scale and a classroom management effectiveness scale, which had been tested for validity and reliability. To analyze the data, descriptive statistical analysis was used to describe the characteristics of the data, as well as a simple linear regression test to examine the impact of teacher professional competence on the effectiveness of classroom management. This analysis aims to find out how

much influence teachers' professional competence has in creating effective classroom management in secondary schools.

RESULTS AND DISCUSSION

Based on the results of research that has been carried out, the results obtained regarding teacher professional competence on the effectiveness of classroom management in secondary schools are as follows.

Table 1. Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Professional Competency	81	78	90	84.16	3.269
Classroom Management	81	80	93	86.43	3.229

The table above shows descriptive statistics for the two variables studied, namely teacher professional competence and classroom management. In the professional competence variable, the number of respondents (N) was 81, with a minimum value of 78 and a maximum of 90. The average (mean) teacher professional competence was 84.16, with a standard deviation of 3.269, which shows relatively small variations in values among respondents. Meanwhile, for the classroom management variable, the same number of respondents (N = 81) had a minimum value of 80 and a maximum of 93, with an average of 86.43 and a standard deviation of 3.229. This shows that classroom management by teachers tends to be higher than general professional competence, although both show almost the same level of variation.

Furthermore, because the data in this study is normally distributed, to determine the impact of teacher professional competence on the effectiveness of classroom management in secondary schools, a product moment statistical test is carried out which can be seen below.

Table 2. The impact of teacher professional competence on the effectiveness of classroom management.

		Professional Competency	Classroom Management
Professional Competency	Pearson Correlation	1	.730
	Sig. (2-tailed)		.000
	N	81	81
Classroom Management	Pearson Correlation	.730	1
	Sig. (2-tailed)	.000	
	N	81	81

The results of the Pearson correlation test show that there is a significant relationship between professional competence and classroom management. The Pearson correlation coefficient of 0.730 ($p = 0.000$) indicates that there is a strong positive relationship between these two variables. In other words, the higher the teacher's professional competence, the more effective the classroom management will be. A very low significance value ($p = 0.000$) indicates that this relationship does not

occur by chance, but rather shows a significant influence. These results confirm that increasing teacher professional competence has the potential to improve the quality of classroom management in schools.

The results of this correlation test provide important implications for the development of teacher professionalism. The strong relationship between professional competence and classroom management shows that the competencies possessed by teachers in terms of knowledge, pedagogical skills and professional attitudes will have a direct impact on their ability to manage the classroom effectively. Good classroom management, in turn, creates a conducive learning environment, where students can learn optimally, as well as reducing distractions that can hinder the learning process.

Therefore, efforts to improve teacher professional competence, through training, self-development, or certification programs, are very important in improving the quality of classroom management. This also indicates that schools and education administrators need to provide greater support for teacher professional development, with a focus on improving classroom management skills which will have a positive impact on learning effectiveness and overall student learning outcomes.

The results of this study indicate that there is a significant relationship between teacher professional competence and classroom management effectiveness in secondary schools, with a Pearson correlation coefficient of 0.730 ($p = 0.000$). This indicates that the higher a teacher's professional competence, the more effective they are in managing the class. Professional competence includes various aspects, such as pedagogical knowledge, teaching skills, and the ability to adapt to student needs. Teachers who have high competence will be better able to create an organized classroom atmosphere, minimize distractions, and keep learning running smoothly. Effective classroom management is the key to creating a conducive learning environment, which supports students' academic and social development.

Rika Widianita (2023) said that teacher professional competence influences learning effectiveness. Professional competence includes various important aspects, such as mastery of subject matter, pedagogical skills, the ability to communicate with students, and the ability to design and implement learning strategies that suit student needs. Teachers who have good competencies will be better able to create a conducive learning atmosphere, manage the class effectively, and adapt teaching methods to student characteristics. This, in turn, will improve the quality of learning that takes place, as well as facilitate optimal achievement of educational goals. Yulia (2022) further stated that teacher professional competence influences teacher performance, which also includes the ability to manage the class.

Effective classroom management requires good managerial skills, including the ability to manage time, manage student behavior, and create positive interactions in the classroom. Competent teachers not only master the subject matter, but are also able to design interesting learning strategies, manage group dynamics, and solve problems that arise in class wisely. Thus, teacher professional competence plays an important role in creating a pleasant learning atmosphere, which in turn will motivate students to be more active and involved in learning. This also contributes to improving student learning outcomes, as they feel more comfortable and motivated to learn. Mustofa et al., (2023), teacher professional competence is closely related to teacher performance, especially the ability to manage the classroom well. A teacher who has high professional competence not only masters the subject matter, but also

has the ability to manage the class well. Effective classroom management includes skills in managing time, managing student behavior, creating positive interactions, and ensuring that the learning process runs smoothly and is focused.

Teachers who are competent in classroom management can create a conducive learning environment, where students feel safe, valued, and motivated to participate actively. Thus, good classroom management will improve the quality of teaching and help students achieve optimal learning outcomes. On the other hand, without competence in classroom management, even if a teacher has in-depth knowledge, the teaching carried out can be hampered due to distractions or lack of student involvement. Therefore, professional competence which includes effective classroom management is a determining factor in improving teacher performance and the overall quality of education. The results of this research are in line with the findings of Sofyan & Sunarto (2019), professional competence has a positive and significant influence on classroom management. Their research revealed that teachers who have high professional competence are better able to manage the classroom well, create a conducive learning environment, and maintain student focus during the learning process. Teachers who are competent in aspects of pedagogy, classroom management and interpersonal communication tend to be more effective in handling various challenges that arise in the classroom, such as uncontrolled student behavior or student disinterest in the material.

As found in this research, Musdalipa et al (2024) stated that teachers who have high professional competence can take advantage of increasing students' understanding and involvement. This has implications for classroom management. Professional competence, which includes skills in planning learning, managing time, and adapting teaching strategies according to student characteristics, greatly influences the success of classroom management. This confirms that increasing teacher competence in classroom management can improve the overall quality of learning, which in turn contributes to more effective achievement of educational goals. Therefore, improving teacher professional competence through continuous training and development is very important to ensure better classroom management and optimal teacher performance.

In addition, the results of this study indicate the importance of continuous professional development for teachers. Increasing professional competence through training, workshops and other self-development can strengthen classroom management skills. Considering the importance of classroom management in achieving effective educational goals, investing in improving teacher competency is a strategic step to improve the overall quality of education.

CONCLUSION

Based on this research, it can be concluded that teacher professional competence has a significant influence on classroom management. The results of the Pearson correlation test with a coefficient of 0.730 ($p = 0.000$) indicate a strong positive relationship between the two variables. This means that the higher the teacher's professional competence, the more effective they are in managing the class. The very low significance value ($p = 0.000$) confirms that this relationship does not occur by chance, but rather shows the existence of a significant influence. This research also provides important implications for the development of teacher

professionalism. The strong relationship between professional competence and classroom management indicates that the pedagogical skills, knowledge and professional attitudes possessed by teachers will directly influence their abilities.

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