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IMPROVING TEACHER COMPETENCE IN ONLINE LEARNING AT SMAN 1 BANJARMASIN

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ABSTRACT

The main challenge faced is how teachers can adapt and enhance their competencies in managing online classes to achieve optimal learning outcomes. This study aims to describe teacher competencies in online learning at SMAN 1 Banjarmasin, which is crucial in addressing the challenges of ensuring effective learning amidst limited direct interaction. The research employs a qualitative method, with primary data obtained through direct observation and interviews, and secondary data comprising relevant documents. Data collection techniques include observation, interviews, and documentation. Data analysis was conducted through processes of reduction, data presentation, and verification. The results show that teachers' competencies in online learning meet the required standards for effective implementation, ensuring the success of online education.

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INTRODUCTION

The development of information and communication technology has brought significant changes in the world of education, especially in the implementation of online learning which has become increasingly widespread since the COVID-19 pandemic. The online learning system requires teachers to have different competencies compared to face-to-face learning. These competencies include the ability to design, implement, and evaluate learning effectively in a digital environment. However, various challenges, such as limited direct interaction, mastery of technology, and adaptation to digital platforms, often hinder the achievement of optimal learning outcomes. Therefore, teacher competence in online learning is an important issue that needs to be studied further to ensure the effectiveness of learning in schools. Several previous studies have shown that teacher competence in online learning has a significant impact on the effectiveness and quality of learning. Research shows that teacher pedagogical competence in online learning affects student engagement. Teachers who have skills in using digital technology are able to attract students' interest and increase their active participation in learning.(Yulianti et al., 2022). This study emphasizes that without adequate mastery of technology, teachers will have difficulty in creating a conducive online learning environment.

Finding that teachers' ability to manage online learning platforms plays an important role in increasing students' learning motivation. Teachers who are proficient in using platforms such as Google Classroom and Zoom are able to create interactive and enjoyable learning experiences for students.(Utomo & Kusumawati, 2024). This ability is considered crucial because in this digital era, interaction on online platforms is the only means of communication between teachers and students. Without good management skills, the interactions that occur can be passive and boring for students. Other studies emphasize the importance of teacher professional competence in mastering online teaching materials. Teachers who have good professional competence can present materials creatively and according to student needs, even though there are limitations of space and time in online learning.(Rajagukguk et al., 2022). Meanwhile, other studies have found that pedagogical competence alone is not enough. Technical factors, such as infrastructure and technological readiness, also greatly influence the success of online learning. The lack of adequate technical support is often an obstacle to an optimal teaching process.(Nisa et al., 2022).

Highlighting teachers' social and communication competencies in online learning. Teachers' ability to build good communication with students in an online environment has been

shown to increase student engagement and support the achievement of learning objectives.(Abidin, 2023). Based on these studies, it can be concluded that teacher competence in online learning is crucial for the success of the teaching and learning process. However, various challenges, such as limited infrastructure, technology adaptation, and the implementation of appropriate pedagogical and communication methods, are still major obstacles. Therefore, this study is important to examine more deeply the competence of teachers in online learning at SMAN 1 Banjarmasin, in order to provide constructive input for improving the quality of online learning in the future.

RESEARCH METHODS

This study uses a qualitative method with a descriptive approach to analyze teacher competence in online learning. Informants consisted of 11 teachers selected through purposive sampling techniques. The criteria for selecting informants were teachers who had experience teaching in the context of face-to-face learning and online learning during the COVID-19 pandemic. Data were collected through observation, in-depth interviews, and documentation to ensure the accuracy and validity of the information. The data obtained were analyzed using systematic steps, namely data reduction, data presentation, and verification, in order to obtain comprehensive findings on teacher competence in online learning.

RESEARCH RESULTS AND DISCUSSION

This study aims to identify and describe teacher competencies in online learning at SMAN 1 Banjarmasin during the COVID-19 pandemic. Based on the results of data analysis from observations, interviews, and documentation conducted on 11 teachers, several important findings were found related to the pedagogical, technical, professional, and social competencies possessed by teachers in online learning.

1. Pedagogical competence

Teachers in online learning are adequate. The teachers who became informants have been able to design teaching strategies that are appropriate to the needs of students in an online environment. Most teachers use online learning platforms such as Google Classroom and Zoom to provide materials, assignments, and conduct learning evaluations. They are also able to adapt to technology-based learning models, although there are some technical constraints. This ability is important because the online environment requires a different pedagogical approach than face-to-face learning to maintain student engagement.

The results of this study indicate that teachers' pedagogical competence in online learning is adequate, where teachers are able to design teaching strategies that are appropriate to students' needs in an online environment. Most teachers utilize platforms such as Google Classroom and Zoom to provide materials, assignments, and conduct evaluations, and are able to adapt to technology-based learning models despite technical constraints. This finding is in line with several previous studies. (Sele & Sila, 2022) found that teacher pedagogical competence greatly influences student engagement in online learning. Teachers who are able to utilize digital technology are more effective in attracting interest and increasing student participation. Similar research by (Putra et al., 2023) also shows that teachers who have good pedagogical competence tend to be more effective in designing interesting and interactive online learning, helping students stay focused and engaged in learning.

Research by (Yulianti et al., 2022) revealed that the use of online learning platforms such as Google Classroom and Zoom has helped teachers in designing structured and measurable learning activities. By using this platform, teachers can provide teaching materials more easily and manage the evaluation process effectively. In addition, (Tyagita & Iriani, 2018) stated that teachers' ability to adapt to technology is one of the important competencies that must be possessed in online learning. However, this study presents novelty in terms of the flexibility and strategic adaptation approach by teachers to overcome technical constraints and maintain student engagement. The novelty in this study is that teachers at SMAN 1 Banjarmasin are not only able to use online learning platforms, but also innovate in adjusting technology-based teaching methods to suit student characteristics. Teachers at this school, for example, actively seek alternative teaching techniques when facing technical constraints and adjust the time and approach based on student needs. This shows that teachers are not only skilled in technical aspects, but also show initiative in developing more flexible and adaptive pedagogical competencies in the context of

2. Technical competence

Most teachers have been able to use technology and digital platforms well. However, there are still some teachers who experience technical obstacles, such as difficulty in operating certain features on the learning platform. These obstacles are mainly caused by limited training related to digital technology, as well as limited infrastructure such as unstable internet networks. Nevertheless, the majority of teachers strive to improve their technical skills independently

through online training and sharing knowledge with colleagues. This shows the teachers' commitment to overcoming existing technical obstacles.

The results of this study revealed that teachers' technical competence in using technology and digital platforms in online learning is quite good. Although most teachers are able to operate various platforms such as Google Classroom and Zoom, there are several technical obstacles faced, especially in operating certain features. These obstacles are caused by the lack of training related to digital technology and limited infrastructure such as an unstable internet network. However, the majority of teachers showed a commitment to improving their technical skills independently, either through online training or sharing knowledge with colleagues.

This finding is consistent with several previous studies. (Princess, 2023) stated that one of the main obstacles in online learning is the lack of adequate technological infrastructure support, which often hinders teachers in operating various features on digital platforms. Research by (Al Haddar & Juliano, 2021) also found that limited formal training on digital technology resulted in some teachers experiencing technical difficulties in online learning. Teachers who are not familiar with technology take longer to adapt and use existing features optimally.

Study by (Sugiyono & Sulaiman, 2024) shows that teachers' efforts to overcome technical limitations independently through online training and collaboration with colleagues are one of the common strategies applied to improve technical competence. This study is in line with the findings that teachers at SMAN 1 Banjarmasin also conduct independent training and share experiences with colleagues as part of an effort to overcome the technical challenges faced. The novelty in this study lies in the commitment and initiative of teachers to improve technical competence outside of limited formal support, by utilizing available resources independently. Teachers do not only rely on training provided by institutions, but they actively seek alternatives to develop technical skills, for example through online courses or sharing knowledge with fellow teachers. This study adds a new dimension to the understanding of teachers' technical competence, namely independent and collaborative initiatives as an effort to overcome technical obstacles. These findings indicate that teachers are not only passive in facing obstacles, but also proactive in developing solutions, which ultimately enrich online learning practices in schools.

3. Professional competence

Teachers in mastering teaching materials also showed good results. Teachers were able to deliver materials in an interesting way by utilizing multimedia features such as videos, presentations, and infographics, which students can access at home. This competency is very important to maintain students' interest in taking lessons online. Most teachers also stated that they manage their time more flexibly to support the needs of students who are constrained by internet access, showing their dedication to smooth learning.

Several previous studies have shown the importance of technology use and flexibility in online learning. Revealing that technology integration in learning can increase student engagement and support variation in teaching methods.(Rajagukguk et al., 2022). The use of multimedia such as videos and infographics has been shown to help students understand the material, especially in the context of distance learning. The proper use of multimedia can improve students' understanding and retention of information, with engaging visual presentations and clear narratives.(Putra et al., 2023). Meanwhile, flexible time arrangements in online learning have a significant impact on the effectiveness of education, because they can accommodate students' internet access constraints.(Yulianti et al., 2022). This study offers novelty by highlighting two important aspects: first, the integrated use of multimedia, where teachers do not rely on just one form of media, but combine videos, infographics, and presentations that students can access at home, creating a more engaging and holistic learning experience. Second, the emphasis on time flexibility in online learning, with teachers arranging time more flexibly to support students who have limited internet access. This shows the dedication of teachers in adjusting their teaching methods to ensure smooth learning, especially for students who face access constraints.

4. Competencesocial

Teachers are able to build effective communication with students through online platforms. Although the limited face-to-face interaction is a challenge, most teachers try to maintain good communication with students, either through class groups on chat applications, live Q&A sessions during online learning, or providing feedback on submitted assignments. This shows that teachers are aware of the importance of building good relationships with students to increase their learning motivation.

Several previous studies have emphasized the importance of teachers' social competence in building effective communication with students, especially in the context of online learning.

Research by (Princess, 2023) showed that good communication between teachers and students, even in online learning, can increase student engagement and motivation. They revealed that regular and responsive interactions, such as quick feedback and open communication, have a significant impact on students' learning experiences. Research by (Sele & Sila, 2022) also emphasized that effective communication in online learning can strengthen the sense of connectedness and build a supportive learning community. In this case, the use of online platforms for communication, such as through chat applications and live Q&A sessions, is considered important to create an atmosphere that supports learning. This study offers novelty by highlighting teachers' concrete efforts in maintaining effective communication despite the limitations of face-to-face interaction. Teachers not only use online platforms to deliver materials, but also actively build communication through class groups, Q&A sessions, and feedback given on student assignments. This shows that teachers are increasingly aware of the importance of strong relationships with students, even in online learning, to increase their learning motivation. Another novelty of this study is the emphasis on the active role of teachers in creating a supportive communication space, which functions not only as a tool for delivering materials but also as a medium to strengthen the relationship between teachers and students in online learning. The results of this study indicate that teacher competence in online learning at SMAN 1 Banjarmasin has been sufficient to meet learning needs during the pandemic. Although there are some challenges in terms of technical and infrastructure, teachers have tried to overcome them with various strategies. This finding supports previous research which states that teacher competence in online learning plays an important role in learning effectiveness. To improve the quality of online learning in the future, support for technology training and improvement of network infrastructure are needed so that teachers can be more optimal in managing online classes.

CONCLUSION

The results of this study indicate that teacher competence in online learning at SMAN 1 Banjarmasin during the COVID-19 pandemic is sufficient to meet learning needs. Teachers demonstrate good pedagogical, technical, professional, and social skills, such as designing technology-based teaching strategies, using multimedia to deliver materials, and building effective communication with students. Although there are some technical constraints, such as limited technology training and network infrastructure, teachers actively overcome them through independent initiatives, such as online training and sharing experiences with colleagues. These findings emphasize the important role of teacher competence in the success

of online learning, and emphasize the need for support for technology training and infrastructure improvements to optimize the quality of online learning in the future.

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