

The Challenge of Teaching in the Village and the Importance of a Competent Teacher

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Abstract. Based on the results of mentoring students from the Faculty of Teacher Training and Education in the implementation of the Community Service Program for the period November 2020 to January 2021, which was carried out in several villages in Central Lombok Regency with the theme of teaching in the village, it was found that there were various teaching challenges in the village. This is undoubtedly very important and interesting to study and socialise, especially concerning the importance of competent teachers. Therefore, this paper will discuss various findings about the challenges of teaching in the village and analyse their relation to the extent of qualified teachers. The study in this paper uses a sociological-normative approach. The results of the study show that there are various teaching challenges in the village. The challenges in question include challenges from the aspects of students, parents, infrastructure, and facilities. From the part of students, namely the number of students who do not master the primary material that should have been mastered at the previous level and the low motivation of students to learn. From the aspect of parents, namely the lack of support from parents to synergise in strengthening learning programs in schools. From the part of infrastructure and facilities, namely the lack of needed infrastructure and facilities. This challenge also shows the importance of comprehensively teaching four competencies: professional competence, educational competence, personal competence, and social competence. Competent teachers will place these challenges not as obstacles but as motivation to continue to innovate.

Keywords: challenge; teaching; village; competent teacher.

INTRODUCTION

Education is a conscious and planned effort to realise national education's goals. The purpose of national education in the 1945 Constitution of the Republic of Indonesia is affirmed in Article 31 paragraph (3), namely increasing faith and piety and noble character in the context of educating life as regulated by law. Furthermore, in Law no. 20 of 2003 concerning the National Education System, Article 3 it is emphasised that the purpose of national education is to develop the potential of students to become human beings who believe and fear God Almighty, have a noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens.

To implement these educational goals, the teacher is one determining aspect. Therefore, teachers are placed as professionals with the main task of

teaching, which is a process of helping students achieve the expected competencies, which include the competencies of spiritual attitudes, social attitudes, knowledge, and skills.

Efforts to prepare teachers as competent professionals are institutionally the responsibility of the Educational Personnel Educator Institute (LPTK). In this case, the LPTK at the University of Mataram is the Faculty of Teacher Training and Education (FKIP). Therefore, various curricular activities prepare them as professional and competent teachers, including Community Service Program (KKN) activities. For this reason, one of the themes in the thematic KKN program at the University of Mataram is "Teaching in the Village".

In the implementation of KKN from November 2020 to January 2021, mentoring has been carried out for FKIP students who take the teaching theme in the village. The performance is in sev-

eral towns in Central Lombok Regency, including Batujai Village, West Praya District; Jago Village, Praya District; Mujur Village, East Praya District.

From the results of the KKN mentoring that has been carried out, data is obtained about various teaching challenges in the village. This is a fundamental and exciting matter to be studied and socialised, especially to the need for competent teachers. It can be input for all related parties in preparing students as capable teacher candidates.

METHODS

The study in this paper uses a sociological-normative approach. The sociological approach is also called the empirical approach, which is used to obtain data based on facts or realities in the community. In this case, it is about the various challenges of teaching in the village. The sample locations for the study were three villages in Central Lombok Regency, West Nusa Tenggara Province, including Batujai Village, West Praya District; Jago Village, Praya District; and Mujur Village, East Praya District. Furthermore, a normative approach examines the norms or rules governing teacher competence. The data obtained were then analysed to find the relationship between teaching challenges in the village and the importance of competent teachers.

RESULTS AND DISCUSSION

The Challenge of Teaching in the Village. Law [16] emphasised that teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing, evaluating, and evaluating students. Thus, teaching is one of the main tasks of the teacher.

Teaching is undoubtedly not just conveying material. The author [19] suggests that teaching is an integrative effort toward achieving educational goals. The author [18] means that teaching is an effort to organise the environment and teaching materials that lead to the learning process. The researcher [3] also defines teaching as not limited to efforts to convey knowledge but also includes guiding students to learn. Author Burton (in [18]) asserts that "teaching is the guidance of learning activities". These various opinions provide an orientation that teaching includes a broad understanding, not just the transfer of knowledge, but includes more general activities,

including guiding. Students have carried out these overall teaching activities during the implementation of KKN in the village.

The village is the lowest government structure. The author [13] explained that the word "village" comes from the Indian language, namely "swadeshi", which means place of origin, residence, country of origin, or ancestral land, which refers to a single unit of life, with a single unit of norms, and have clear boundaries.

Meanwhile, Talcott Parsons describes the village community as a traditional community, which has characteristics, among others, ascription (as opposed to achievement), which is related to quality or special characteristics that are not obtained based on unintentional efforts but are a condition that has become a habit or heredity.

Villagers do not always reflect the characteristics stated by the Talcott Persons. However, in the context of teaching, it shows that education in the village has challenges, namely something that inspires ability. This is, of course, the essence of the implementation of KKN, especially the theme of teaching in the village. In this case, students design and implement programs according to teaching problems in the chosen location to help provide solutions. In this case, there are several teaching challenges in the village which are the focus of student Community Service activities guided by the implementation of the Community Service Program from December 2020 to January 2021. The challenges referred to in general are 1) low student motivation to learn; 2) the presence of elementary school students who are unable to Read, Write, and Count, and 3) low literacy skills.

These challenges encourage KKN students to develop and implement teaching programs as alternative solutions. For example, tutoring held in Sangkareang Village, East Praya District, which was named "Asyik Belajar Coach" (ABC), Read, write, and count special guidance in Mujur Village, East Praya District, and learning guidance through the "relaxed" learning studio in Jago Village, Praya District.

In various learning studios as above, students are encouraged to explore the various abilities gained during lectures so that the teaching activities carried out can achieve the expected goals, namely increasing student learning motivation, students who cannot do Count become able, increasing literacy interest. For this reason, stu-

dents use various ways that attract students' interest in learning, namely learning while playing and singing and using image media with attractive shapes and colours.

The various efforts that students have made in facing the challenges of teaching in the village are certainly the right things. The author [9] believes that learning to read, write, and the count does not need to be considered taboo in early childhood. The most important thing is to construct a way to learn it so that students think their learning activities are like playing and shaped like a game. Furthermore, the author Brown in [6] suggests that the media serves as a tool to encourage, increase activeness, and the effectiveness of student learning. The author [3] means that images with various colours will be more attractive and arouse attention and interest in education.

Competent Teacher. The teacher is the essential element that determines educational goals' achievement. The author [2] suggests that teachers can be likened to combat troops who decide victory or defeat in battle in the educational process. The quality of teachers will determine the future of the nation. Therefore, the author [14] argues that the nation's future is determined by the number of doctors, soldiers, police and politicians and by quality teachers.

Given the importance of qualified/quality teachers, the Government has issued a policy [16] regarding Teachers, whose substance, among others, regulates the competencies required to be possessed by teachers.

Competence is a set of knowledge, skills, and behaviours that must be lived, mastered, and actualised by teachers in carrying out professional duties. Laws [16, 17] require that teachers have four competencies, including academic competence, personal competence, social competence, and professional competence. The four teacher competencies are holistic, meaning they are complete and comprehensive.

Various aspects of the four competencies are outlined in [16, 17]. It is emphasised that pedagogic competence is the ability of teachers to manage to learn, which at least includes: 1) understanding insight or educational foundations; 2) understanding of students; 3) curriculum or syllabus development; 4) learning design; 5) implementation of educational and dialogical learning; 6) the use of learning technology; 7) evaluation of

learning outcomes; and 8) developing students to actualise their various potentials.

Furthermore, law affirmed the scope of personality competence, which at least includes: 1) faith and holiness; 2) noble character; 3) wise and wise; 4) democratic; 5) steady; authoritative; (6) stable; 7) mature; 8) honest; 9) sportsmanship; 10) be a role model for students and the community; 11) objectively evaluate own performance; and 12) develop themselves independently and sustainably.

Law emphasises that social competence is the ability of teachers as part of the community, which at least includes the competence to 1) communicate verbally, in writing, and/or gestures politely; 2) use communication and information technology functionally; 3) interact effectively with students, fellow educators, education staff, education unit leaders, parents or guardians of students; 4) associating politely with the surrounding community by heeding the prevailing norms and value systems; and 5) apply the principles of true brotherhood and the spirit of togetherness.

Act affirmed that professional competence is the ability of teachers to master knowledge in the fields of science, technology, and/or arts and culture, which at least includes mastery of 1) subject matter broadly and in-depth by the standard content of the educational unit program, subjects, and/or groups of subjects to be taught; and 2) concepts and methods of relevant scientific, technological or artistic disciplines, which are conceptually overshadowing or coherent with the educational unit program, subject matter, and/or group of subjects to be taught.

The required competencies are relevant to the task carried out by the teacher, which is to help students achieve competence. In this case, the teacher's mission is not only to build knowledge but to build the four student competencies comprehensively. The four student competencies referred to in the attachment to the [10] concerning the Basic Framework and Curriculum Structure of Elementary Schools/Madrasah Ibtidaiyah includes 1) spiritual attitude competence; 2) social attitude competence; 3) knowledge competence, and 4) skills competence.

Attitude competence is related to the ability of students to appreciate and live the teachings of their religion. Social attitude competence is associated with the knowledge of students to enjoy

and live honest behaviour, discipline, responsibility, caring (tolerance, cooperation), polite, confidence, in interacting effectively with the social and natural environment within reach of association and existence. Knowledge competence is related to students' ability to understand knowledge (factual, conceptual, and procedural) based on their curiosity about science, technology, art, and culture related to visible phenomena and events.

Furthermore, competency skills are related to the skills of trying, processing, and presenting in the concrete realm (using, parsing, assembling, modifying, and creating) and abstract realms (writing, reading, counting, drawing, and composing) according to what is learned in school and other sources that are the same in point of view/theory.

Observing the four competencies that students must achieve above, it can be understood that teachers who have the four competencies as required in the Teacher Law and lecturers are necessary to help students achieve these competencies. Competent teachers will be able to help students achieve competence. On the other hand, if the teacher is not qualified, inevitably, they cannot help students achieve the expected competencies.

Teachers who have these four competencies holistically will certainly be able to help students in any condition, including students with various existing deficiencies, as is the case in villages, namely students with low learning motivation, elementary school students who cannot read, write, and Counting, as well as low literacy skills. To overcome these problems, the first thing the teacher must do is find students' learning difficulties. Related to this, the author [15] states that every teacher must have the ability, among others, the ability to understand the challenges and interests of students.

The challenges of teaching in villages as above will be overcome if handled by competent teachers. In this case, qualified teachers do not only play a role in building knowledge, but also act as facilitators, motivators, and inspirations.

As a facilitator, a competent teacher can provide convenience in learning, facilitate students to learn in a pleasant atmosphere, full of enthusiasm, and not feel pressured. As a motivator, competent teachers can encourage students to continue to be enthusiastic in learning to achieve

the expected competencies. Teacher motivation is essential for students. According to [7], in the case of learning failure, it turns out that the teacher is one of the main factors causing students' difficulties or lack of enthusiasm for learning. In this case, a teacher should appear as a motivator who always encourages students with patience and love to continue learning.

Efforts to build students' enthusiasm for learning require teacher pedagogical competence, which among other things, is related to the ability to convey material in exciting ways so that students can accept it. Related to this, author [12] suggests that learning is no longer centred on the teacher but has prioritised the activities and creativity of students in the classroom that can stimulate active student involvement.

Sound planning is needed to be carried out as expected. Related to this, author Petter, as quoted by [4], states that as a teacher, teachers are required to have the ability to plan and implement learning. The author [5] says that in the teaching and learning process, teachers must have three abilities, namely: (1) the ability to teach, (2) the ability to manage learning strategies, and (3) the ability to provide assessments.

Various studies prove the importance of teacher competence in education and learning. Among them is the research conducted by Kay in 1980, as quoted by [8], which is one of its conclusions states that the ability of teachers to teach is one of the variables that significantly influence students' academic competence.

Authors Heyneman and Loxley's in 1983 research in 29 countries consisting of 16 developed. Developing countries and 13 developed countries, as quoted by [13] in one of its conclusions, stated that among the various components that determine the quality of education (seen from student achievement), it turns out that teachers make the most significant contribution compared to the other parts.

Research conducted by Cheng and Wong in 1996, as cited by [7], concluded that teacher professionalism is one of the four characteristics of excellent primary schools (achievement) in China. Other characteristics are consistent support from the community, quality assurance, and a high desire from students to excel.

The findings above show that the quality of teachers is essential and determines the quality of education. Qualified teachers are none other

than teachers with the four competencies required in the Law on Teachers and Lecturers.

Competent teachers will view the various obstacles to teaching in the village as a challenge to continue to develop their competencies so that they can help students achieve competencies as expected comprehensively.

CONCLUSION

Based on the discussion above, it can be concluded that there are various obstacles to teaching in the village, including challenges from the aspect of students, parents, infrastructure, and facilities.

From the student aspect, the number of students who do not master the primary material that should have been mastered at the previous level. On the part of parents, namely the lack of support from parents to synergise in strengthening learning programs in schools. From the aspect of infrastructure and facilities, namely the lack of needed infrastructure and facilities. This challenge also shows the need for comprehensive teachers with four competencies: professional competence, academic competence, personal competence, and social competence. Competent teachers will place these challenges not as obstacles but as motivation to continue to innovate.

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