

# **The Influence of Competence in Utilizing Learning Media, Managing Class, and Diagnosis of Students' Learning Difficulties on Teaching Performance of Visual Communication Design Teachers of Vocational Schools in Yogyakarta**

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## ABSTRACT

This study aims to analyze the influence; teacher competence in utilizing instructional media, teacher competence in managing classes, teacher competence in diagnosing student learning difficulties and analyzing the influence of teacher competence simultaneously on teaching performance of Visual Communication Design teachers at vocational school (SMK) in Yogyakarta, namely at SMK Negeri 3 Kasihan Bantul, SMK Negeri 5 Yogyakarta, SMK Negeri 2 Sewon Bantul, SMK Koperasi Yogyakarta and SMK Muhammadiyah 2 Yogyakarta. Research using quantitative methods. The technique of collecting data is done by questionnaire. Data processing analysis by means of validity test, reliability test. Statistical prerequisite tests were carried out through the normality test, linearity test, multicollinearity test and heteroscedasticity test. Data analysis was carried out through correlation tests, coefficient of determination tests and F tests. The results showed that; 1) there are positive and significant effects of all the variables teacher competence: in utilizing instructional media, in managing the class, and in diagnosing student learning difficulties on teachers teaching performance of Visual Communication Design teachers at vocational school (SMK) in

Yogyakarta. It is hoped that teachers will always be able to develop themselves, maintain and improve their teaching performance by increasing their competence.

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## Introduction

Teachers are at the forefront in advancing quality Indonesian education. However, the quality of education in Indonesia at that time was relatively low in the eyes of the world. Data from the 2018 Program for International Student Assessment (PISA) proves that the quality of education in Indonesia is very low, ranking in the bottom 10, namely 74 out of 79 countries (Nazarotin, 2022). UNESCO data in the 2016 Global Education Monitoring (GEM) Report states that the quality of education in Indonesia is ranked 10th out of 14 developing countries (Yunus, 2020). The quality of education is determined by the quality of the teacher (Akbar, 2020). The teacher's role and position are strategic in improving the quality of students, so that they are required to constantly improve their professional abilities in carrying out their duties and obligations. Improving the professional ability of teachers can improve teacher performance. In order for the quality of students to increase, the teacher needs to improve the quality of teacher performance in teaching. Subroto in (Gala, 2017) states that the teacher's teaching performance is the skill and sincerity of the teacher to create an educative communicative atmosphere between teachers and students including cognitive, affective and psychomotor to achieve teaching goals, including planning, implementing and evaluating learning.

There are many factors that affect teacher teaching performance, one of which is teacher competence. A good teacher is a person who has professionalism requirements as an educator and teacher or trainer (Rosyada, 2016). This shows that the importance of a teacher's professional quality standard qualifications to guarantee a quality teaching and learning process. Sardiman (2011) argues that there are seven teacher professional competency qualifications namely, mastering teaching materials, being able to manage learning programs, managing classes, utilizing learning media, mastering educational foundations, managing learning interactions, and being able to assess student achievement. According to the Minister of National Education of the Republic of Indonesia number 16 of 2007 concerning Standards for Academic Qualifications and Teacher Competency, it states that competency standards are pedagogic, personality, social and professional competencies. If the four competencies are related to this research, they will refer to pedagogic competencies, namely teacher competencies in utilizing instructional media, managing classes and

diagnosing student learning difficulties. Teachers who have competence in utilizing learning media, managing classes and diagnosing student learning difficulties as described above, ideally can be indicators that influence teacher teaching performance to realize student success in the learning process.

Based on field observations of teachers of the Vocational High School Visual Communication Design (DKV) expertise program in Yogyakarta, the following facts were found:

- Teachers have not utilized/optimized learning media.
- The teacher manages the class only to the extent of smoothly delivering material, but has not optimized the potential of the class and students properly. In addition, there are still many teachers who have not been able to create fun learning.
- The teacher has not optimized the ability to diagnose student learning difficulties. There are several teachers who have not provided remedial or enrichment for students.

Based on these background facts, the researcher is interested in conducting research that aims to find a partial and simultaneous influence relationship between teacher competence in the use of instructional media, classroom management, and diagnosing student learning difficulties on the teaching performance of teachers of the Visual Communication Design expertise program at Vocational Schools in Yogyakarta.

### **Teacher Competency**

Teacher competence must be owned by teachers as teachers and educators. Rusman (2016) states that teacher competence is the teacher's ability to carry out obligations in a responsible and proper manner. In addition, based on Law Number 14 of 2005 concerning Teachers and Lecturers, it states that teacher competence is a set of knowledge, skills and behaviors that must be possessed, then internalized, and mastered by teachers and lecturers.

### **Instructional Media**

Learning is a process that makes students learn through student interaction with their environment resulting in changes in student attitudes or behavior (Mulyasa, 2006). To support the learning process, teachers need learning media. Hamalik (2004) argues that learning media can overcome obstacles in the teaching and learning process.

### **Class management**

Classroom management in the opinion of Djamarah (2013) is a teacher's skill in creating and maintaining optimal learning conditions and returning them if there is a disturbance during the learning interaction process. A teacher must be able to change the situation to be conducive again if there is a disturbance to the smooth learning or something that disturbs the concentration of students so that learning becomes optimal.

### Diagnosis of Learning Difficulties

Learning difficulties are the characteristics of a person experiencing obstacles in the learning process. Syamsudin (2004) describes learning difficulties shown in the condition of students not being able to learn as they should. Sugihartono (2013) marked the presence of low student achievement or below the established norm, namely the Minimum Completeness Criteria (KKM). A teacher must have the ability to diagnose student learning difficulties. The term diagnosis adapts to the world of medicine, referring to the understanding of seeing the symptoms that arise in the process of determining the type of disease. Diagnosis of learning difficulties is an attempt to detect, examine the causes, types, characteristics of student learning difficulties (Mulyadi, 2010).

### Teacher Teaching Performance

Subroto in Gala (2017) states that teacher teaching performance is the teacher's skill and ability to create an educative communicative atmosphere for teachers and students including cognitive, affective and psychomotor, from the planning stage to the evaluation so that it is in line with the learning objectives.

### Framework of thinking

In all educational activities and processes in schools, learning is the most important activity. The success of educational goals depends on the competence of teachers in managing learning. Good competence possessed by teachers can improve teacher teaching performance. Referring to research, teacher competence in utilizing instructional media, managing classes and diagnosing student learning difficulties affects teacher teaching performance. From this explanation, the frame of mind is described as follows on Fig 1:

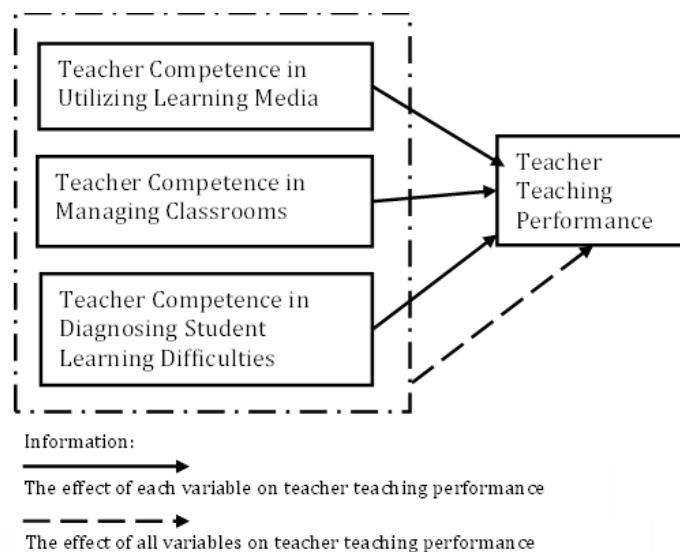


Fig 1: Frame of mind

## **Method**

This study uses a quantitative method with a type of survey research where information is collected using data collection techniques in the form of a questionnaire. The population of this study were all 125 teachers in the Visual Communication Design skill program at Vocational Schools (SMK) in Yogyakarta, while a sample of 95 people was taken by means of proportional stratified random sampling. The research locations were SMK with Visual Communication Design expertise programs in DI Yogyakarta, namely SMK Negeri 3 Kasihan, SMK Negeri 5 Yogyakarta, SMK Negeri 2 Sewon, SMK Muhammadiyah 2 Yogyakarta and SMK Koperasi Yogyakarta. The data obtained were analyzed using SPSS version 26, for prerequisite data analysis tests, namely the normality test, linearity test, multicollinearity test and heteroscedasticity test. Meanwhile, data analysis includes correlation test, coefficient of determination test, and F test.

## **Result and Discussion**

### **The effect of teacher competence in utilizing instructional media on the teaching performance of teachers of the Visual Communication Design skills program at Vocational High Schools in Yogyakarta.**

The results showed that the correlation coefficient value was 0.678, meaning that the teacher's competency variable in utilizing instructional media had a strong relationship with teacher teaching performance. The magnitude of the influence is equal to 67.6% and the remaining 32.4% is influenced by other factors. The results show that the role of teacher competence in utilizing instructional media has an effect on improving teacher teaching performance. The greater the teacher increases competence in utilizing learning media, the higher the teaching performance. The results of the significance test for  $t_{count} > t_{table}$ , namely  $8.843 > 2.145$ , indicate that there is a positive and significant influence between teacher competence in utilizing instructional media on the teaching performance of teachers of the Visual Communication Design expertise program.

One of the teacher's abilities that must be mastered in managing learning is the use of learning media. With learning media can enrich oral and written traditions in the learning process. Utilization of learning media can improve the quality of the learning process to become more meaningful, thus creating teacher confidence which can ultimately improve the quality of teacher teaching.

The results of the research are in line with the results of research conducted by Dyah Hayu Puspita (2018), where the results of the research show the effect of using positive learning media on teacher performance in learning, with an effective contribution of 5.2%.

**The effect of teacher competence in managing the class on the teaching performance of teachers of the Visual Communication Design skill program at Vocational High Schools in Yogyakarta.**

The results showed that the correlation coefficient value was 0.703, meaning that the variable of teacher competence in managing the class had a strong relationship with teacher teaching performance. The magnitude of the influence is equal to 70.3% and the remaining 29.7% is influenced by other factors. The results show that the role of teacher competence in managing the classroom has an effect on improving teacher teaching performance. The greater the teacher increases competence in managing the class, the higher the teaching performance. The results of the significance test for the value of  $t_{count} > t_{table}$ , namely  $9.532 > 2.145$ , indicate that there is a positive and significant influence between teacher competence in managing the class on the teaching performance of teachers of the Visual Communication Design expertise program.

Classroom management is one of the determining factors for good and bad in the implementation of teaching and learning activities in schools. The managerial ability of teachers in learning can be seen from their competence in carrying out classroom management. This ability is necessary, class dynamics and student behavior are always changing. Classes that are managed properly and optimally will provide students with comfort in the learning process. This will have implications for more optimal teacher teaching performance with student achievement achieved.

The results of this study are in line with the results of research that was conducted by Asep Mulyana (2021), where the results of the study show that classroom management has a positive effect on teacher performance in learning, with an effective contribution of 64.8%.

**The influence of teacher competence in diagnosing student learning difficulties on the teaching performance of teachers of the Visual Communication Design skill program at Vocational High Schools in Yogyakarta.**

The results showed that the correlation coefficient value was 0.779, meaning that the variable of teacher competency in diagnosing student learning difficulties had a strong relationship with teacher teaching performance. The magnitude of the influence is equal to 77.9% and the remaining 22.1% is influenced by other factors. The results show that the role of teacher competence in diagnosing student learning difficulties has an effect on improving teacher teaching performance. The greater the teacher increases competence in diagnosing student learning difficulties, the higher the teaching performance. The results of the significance test for  $t_{count} > t_{table}$ , namely  $11.972 > 2.145$ , indicate that there is a positive and significant influence between teacher competence in diagnosing student learning difficulties on teaching performance of teachers of the Visual Communication Design skills program.

The teacher is the main factor in dealing with the diversity of student characteristics that will affect various learning difficulties. Symptoms of learning difficulties can be characterized by one of them having low learning achievement or below the norm, namely the Minimum Completeness Criteria (KKM). Teachers must be able to diagnose student learning difficulties in order to find solutions to overcome learning difficulties faced by students. With support from teachers to students in overcoming learning difficulties will provide changes in achievement by increasing learning outcomes.

The results of this study are in line with research conducted by Heronimus Delu Pingge (2017) where the results of the study show that teacher competence in diagnosing student learning difficulties has a positive effect on student learning outcomes, by contributing 24.8%.

**The simultaneous influence of teacher competence in utilizing instructional media, managing classes and diagnosing student learning difficulties on the teaching performance of teachers of the Visual Communication Design skills program at Vocational High Schools in Yogyakarta.**

The results showed that there was a simultaneous positive and significant influence on teacher competence in utilizing instructional media, managing classes and diagnosing student learning difficulties on the teaching performance of teachers of the Visual Communication Design skills program at Vocational High Schools in Yogyakarta by 0.811 or 65.7%. This value indicates that the competence of teachers in utilizing instructional media, managing classes and diagnosing student learning difficulties jointly affect the teaching performance of teachers of the Vocational High School Visual Communication Design expertise program in Yogyakarta, while the remaining 34.3% is influenced by other factors.

Teachers have a role to advance Indonesian education, in addition to society and government. The existence of teachers who have good competence will have an impact on the quality of learning in schools. Where education is a process that is needed to get balance and perfection in the development of students as human beings in society. The contribution made by the teacher in this process will be able to deliver quality achievements in national education.

**Conclusion**

Based on the results of the study, the following conclusions can be presented: (1) there is a positive and significant influence between teacher competence in utilizing instructional media on the teaching performance of teachers of the Visual Communication Design skills program at Vocational High Schools in Yogyakarta with a contribution of 67.6% and a significance value of 8.843 . (2). There is a positive and significant influence between the teacher's competence in managing the class on the teaching performance of the teachers of the Visual Communication Design

skill program at Vocational High Schools in Yogyakarta with a contribution of 70.3% and a significance value of 9.532. (3). There is a positive and significant influence between the competence of teachers in diagnosing student learning difficulties on the teaching performance of teachers of the Vocational High School Visual Communication Design skill program in Yogyakarta with a contribution of 77.9% and a significance value of 11.972. (4). There is a positive and significant influence of teacher competence in utilizing instructional media, managing classes and diagnosing student learning difficulties simultaneously on the teaching performance of teachers of the Vocational High School Visual Communication Design skills program in Yogyakarta by 65.7% while the remaining 34.3% is influenced by other factors.

This study shows that teacher competence in utilizing instructional media, managing classes and diagnosing student learning difficulties both have an important role in improving teacher teaching performance. The implication of the results of this study is that to improve teaching performance teachers should pay attention to teacher competence by providing education and training to increase skills and insight. By holding education and training for teachers, it is hoped that the teaching performance of teachers will be better.

Based on this research, the authors hope that schools, especially schools that house SMKs with Visual Communication Design expertise programs, will support improving teacher performance in teaching, by means of school leaders providing guidance, support and influence to teachers in the process of supervision or training related to teacher competence. That way, the teacher will get constructive input and criticism in order to improve the teacher's teaching performance.

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