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Teacher Competency In Utilizing Information And Communication Technology-Based Learning Media At State Elementary School 183 Palembang

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Abstract

This study aims to describe and analyze the level of teacher competence at Public Elementary School 183 Palembang in using ICT-based learning media; identify and describe factors that influence teacher competence in using ICT-based learning media; describe obstacles faced by teachers in using ICT-based learning media; analyze the forms of efforts made by teachers and schools in improving the utilization of ICT media in the learning process. This study uses data collection methods with interviews, observation and documentation methods. The data were analyzed using Miles and Huberman analysis techniques. Based on the results of the study, it can be concluded that 1) the level of teacher competence at Public Elementary School 183 Palembang in using ICT-based learning media is good, especially in technical aspects such as the use of applications, presentations, and simple digital media. Teachers' understanding of the importance of ICT has been formed, but its applications still vary. 2) Teacher competence in using ICT-based learning media at Public Elementary School 183 Palembang is influenced by internal and external factors. Internally, teachers have a positive perception and high motivation to develop ICT skills, although there are still differences in abilities influenced by educational background, age, and experience. External aspects are influenced by the availability of facilities, the principal's support, the role of colleagues, training, and school policies. 3) The main obstacles include limited time,

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technical skills, limited infrastructure, and difficulty adapting media to the characteristics of elementary school students. 4) Teachers' efforts to overcome these obstacles include analyzing learning objectives, adapting media to student characteristics and materials, and connecting media content to the realities of students' lives. Schools have made efforts to provide teachers with opportunities to participate in ICT utilization workshops and ICT technical guidance organized by the school and across educational units.

Keywords: ***Teacher Competence, Learning Media, Information and Communication Technology*** **.**

INTRODUCTION

Education is a fundamental pillar in efforts to improve the quality of human resources (HR). Quality education is a fundamental hope and need for every citizen in a country, as a nation's success in navigating the dynamics of the times is largely determined by the quality of its education. History and experience demonstrate that education is the primary asset in every process of social, economic, and cultural change.

As a strategic key to preparing for a better future, education must be positioned as a long-term development priority. Therefore, all elements involved in the education system, including policies, teaching staff, curriculum, infrastructure, and supporting technology, must be optimally utilized to support the achievement of the goal of comprehensive and sustainable human resource quality improvement.

The development of information and communication technology (ICT) has had a significant impact on various sectors of life, including education. In today's digital era, the use of ICT-based learning media is a crucial strategy for improving the quality of the teaching and learning process. The use of media such as animated videos, interactive presentations, educational applications, and other digital platforms can engage students' interest and facilitate their understanding of the subject matter.

At the elementary school level, students are in the early stages of cognitive development, requiring an engaging, concrete, and enjoyable learning approach. In this context, teachers play a strategic role in selecting and using appropriate learning media. Teacher competence in utilizing ICT is crucial for the success of the learning process, particularly in creating an active and meaningful learning environment.

The use of ICT devices has now been applied in various fields, one of which is in the field of education. ICT-based education is a means of interaction that can be utilized by educators,

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educational staff, and students in improving the effectiveness, quality, productivity, and access to education. In the field of education, the use of ICT equipment plays a role as a learning medium that aims to facilitate the delivery of learning materials (Novita & Novianty, 2019). The availability of learning media is regulated in the Government Regulation of the Republic of Indonesia Number 19 of 2005 concerning National Education Standards Chapter VII Standards of Facilities and Infrastructure Article 42 Paragraph 1. The regulation explains that every educational unit is required to have facilities that include furniture, educational equipment, educational media, books, and other learning resources, consumables, and other equipment needed to support the learning process (S.S. Fauziah, 2023).

Success in teaching and learning activities is inextricably linked to the learning media used by teachers. One benefit of learning media is that it facilitates teacher delivery of the material and allows students to focus more on the learning.

RESEARCH METHODOLOGY

The research method used in this study is a qualitative research method. Qualitative research methods are often called naturalistic research methods because the research is conducted in natural conditions.(Sugiyono, 2010:5).

This study uses a qualitative approach with a descriptive type. The qualitative approach was chosen because this study aims to understand and describe in depth the phenomena occurring in the field, particularly related to teacher competence in utilizing information and communication technology (ICT)-based learning media. In accordance with the opinion that says Descriptive research is a type of research that describes or illustrates a problem. Descriptive research aims to describe a population, situation, or phenomenon accurately and systematically. This type of research can answer the questions of what, where, when, and how, but not the question of why. Unlike in experimental research, researchers do not control or manipulate any variables, but only observe and measure them (Feny Rita Fiantika, 2022).

Qualitative research allows researchers to explore teachers' experiences, understandings, attitudes, and challenges contextually and naturally, without intervention or manipulation of the variables being studied. This approach also allows researchers to explore data in depth through observation, interviews, and documentation, thus generating a holistic understanding of how teachers at SD Negeri 183 Palembang use ICT media in the learning process.

Qualitative research always seeks to uncover a problem, situation, or event as it exists. Research results are directed and applied to provide an objective and detailed picture of the actual

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situation of the study object as accurately as possible. Qualitative research is typically loosely designed, not strictly, so that during implementation, the research is likely to experience changes from what was planned. This can occur if the planning does not align with what is found in the field. Nevertheless, research work must design the steps of the research activities. There are at least three main stages in qualitative research, as stated by (Sugiyono, 2010:5):

a. researcher describes what was seen, heard, and felt. new register at a glance about the information he obtained .
b. Reduction stage. In this stage, researchers reduce all the information obtained in the first stage to focus on a specific problem.
c. Selection stage. At this stage, researchers elaborate on the established focus in greater detail and then conduct an in-depth analysis of the problem focus. The result is a theme constructed from the data obtained into knowledge, a hypothesis, or even a new theory.

Primary data is data obtained direct from the source or object study(Suharyadi & Purwantu, 2011:14). Researchers obtained primary data from interviews and documentation from the principal, school supervisor, teachers, and students. Secondary data, on the other hand, consisted of data already published or used by other parties. (Suharyadi & Purwantu, 2011:15)Researchers obtained secondary data from documentation, literature, and websites related to teacher competency and the use of ICT-based learning media.

Furthermore, data sources are a crucial element in research because they serve as the primary source for researchers to obtain information relevant to the substance of the research material. Selecting the right data source significantly determines the validity and reliability of research results. In this context, data sources can come from two main categories: information and documents. In this study, the researcher used several data collection methods, as follows: Observation or observation can be interpreted as systematic observation and recording of symptoms that appear in the research object. The second interview, According to (Misbahuddin & Hasan, 2013)the interview is: "A data collection technique by asking questions directly by the interviewer to respondents and the respondents' answers are recorded or recorded. Meanwhile, an interview is a conversation with a specific purpose carried out by two parties, namely the interviewer who asks questions and the interviewee who provides answers to the questions (Lexy, 2012:135). And thirdly, there is an interview According to (Misbahuddin & Hasan, 2013)the interview is: "A data collection technique by asking questions directly by the interviewer to the respondent and the respondent's answers are recorded or recorded. Meanwhile, an interview is a conversation with a specific purpose carried out by two parties, namely the interviewer who

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asks questions and the interviewee who provides answers to the questions (Lexy, 2012:135). The data analysis technique used in study This is qualitative data analysis , following Miles and Huberman's concept . Miles and Huberman in (Sugiyono, 2015) put forward that activity in qualitative data analysis done in a way interactive and ongoing in a way Keep going continuously until complete , so that the data Already fed up .

Data sources in study This among others:

1. Informant Study consists of from :
   a) Head School is is leader unit education that has authority and responsibility answer full on organization the entire educational process in the environment the school he leads . In context study this , head school made into as informant main use obtain in-depth and comprehensive data related with teacher competence in utilizing learning media based technology information and communication in reach quality learning Good .
   b) Supervisor school is is officials functional that has task For do coaching to implementation of the educational process in the unit Education . Supervisors ensure that the quality of education, the performance of principals, and the professionalism of teachers under their supervision are well-established. In the context of this research, school supervisors serve as data sources to obtain evaluative and objective information regarding the implementation of teacher competencies in utilizing information and communication technology-based learning media to support their performance as teachers.
   c) Teachers are professional educators whose primary responsibility is to plan and implement the learning process, assess learning outcomes, and guide and train students. Furthermore, teachers play a crucial role in developing students' potential to become individuals with character, independence, and competence. In this research, teachers serve as a data source to obtain in-depth information about the learning process, challenges faced in the classroom, and their professionalism and performance in carrying out their teaching duties using information and communication technology-based learning media.
   d) Students are the primary subjects in the educational process at educational institutions. Students play an active role in learning activities to develop their potential, including knowledge, skills, and attitudes. In the context of this

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research, students serve as a data source to obtain information regarding their learning experiences, motivations, needs, and responses to the learning process taking place at school using information and communication technology-based learning media.

2. A research event is a series of events or activities observed and scrutinized by the researcher during the data collection process. These events encompass various interactions, situations, and dynamics occurring in the field, both routine and extraordinary, that are relevant to the focus and objectives of the research. In the context of this study, the research event serves as a crucial data source for a deeper understanding of the phenomenon of teacher competence in utilizing information and communication technology-based learning media.
3. A research location is the place or environment where the research process is conducted. Location selection is based on its relevance and suitability to the focus, objectives, and problems studied in the research. This location serves as the primary source of empirical data, allowing researchers to observe, gather information, and understand the context directly. In the context of this research, the research location was chosen because it was considered representative and capable of providing an in-depth picture of the phenomenon under study, namely the use of information and communication technology-based learning media by teachers.

Research documents are various forms of written, printed, and digital data used to supplement and strengthen the information obtained during the research process. These documents can include curricula, syllabi, lesson plans (RPP), activity reports, meeting minutes, evaluation results, activity photos, and other official archives relevant to the research focus. In the context of this research, supporting documents serve as secondary data sources that help researchers obtain a more complete, objective, and verified picture of the phenomenon under study, namely teacher competency in utilizing information and communication technology-based learning media.

RESEARCH RESULTS AND DISCUSSION

Research result

The analysis results show that overall, teachers' and school officials' efforts to improve the use of ICT-based learning media at SD Negeri 183 Palembang emphasize suitability with learning

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objectives, material difficulty level, student characteristics, and students' real-life contexts. Simple, contextual, and applicable strategies are key to ensuring that the media is not only visually appealing but also effective in fostering student understanding and participation. These efforts also reflect teachers' and schools' awareness that ICT-based learning media must be oriented toward student needs, not merely technological sophistication.

DISCUSSION

The research results show that the level of teacher competence at Public Elementary School 183 Palembang in utilizing ICT-based learning media has improved, although not evenly. This is in line with UNESCO's (2011) opinion, which emphasizes that teacher competence in ICT encompasses technical, pedagogical, and professional aspects, so mastering the tools is not enough but must also be able to integrate them into the learning process.

From an internal perspective, teachers', principals', and supervisors' perceptions of ICT demonstrate a shared view that technology is an urgent need in education. This aligns with Warsita's (2018) assertion that positive perceptions of ICT will foster the development of skills in its use. Teachers with positive perspectives are more likely to integrate ICT into their learning.

Teacher motivation is also a crucial factor. Interviews indicate that motivation is driven by the demands of students who are already familiar with technology and the teachers' own professional needs. According to Sardiman (2014), motivation is a key driver in learning activities, including for teachers in developing ICT competencies. Even when faced with limited facilities and time, this motivation can maintain teachers' enthusiasm to continue adapting.

In essence, according to researchers based on research results and several other research results, the obstacles faced by teachers in utilizing ICT-based learning media are caused by two factors, namely internal factors originating from the teachers themselves and external factors originating from outside the teacher's personal self, such as government policies, teacher competency strengthening activities carried out by educational units, and support from educational stakeholders. So the steps taken to overcome these obstacles are by strengthening teacher self-awareness of the importance of information and communication technology in supporting teacher duties and the government providing opportunities for teachers to attend various training, technical guidance, and tiered and ongoing workshops so that teacher competency in mastering ICT can provide changes to the implementation of learning.

Overall, the efforts made by teachers and school administrators at Public Elementary School 183 Palembang to improve the use of ICT demonstrate a strong pedagogical awareness.

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These efforts not only focus on the use of technology-based media but also emphasize its suitability to learning objectives, student characteristics, and the environmental context. Thus, the use of ICT in this school is not merely technical but is directed toward creating meaningful, interactive, and contextual learning in accordance with modern learning theories.

CONCLUSION

1. The level of teacher competence at Public Elementary School 183 Palembang in utilizing ICT-based learning media is basically quite good, especially in technical aspects such as the use of applications, presentations, and simple digital media. However, pedagogical competence remains a challenge, because not all teachers are able to integrate ICT creatively and interactively according to student needs. Teachers' understanding of the importance of ICT has been formed, but its application still varies; some teachers are innovative, but some are still limited to basic use. Students assess teachers who are competent in ICT are able to make learning more interesting, easier to understand, and enjoyable.
2. Teachers' competence in utilizing ICT-based learning media at Public Elementary School 183 Palembang is influenced by complementary internal and external factors. Internally, teachers have positive perceptions and high motivation to develop ICT skills, although there are still differences in abilities influenced by educational background, age, and experience. Teachers' personal efforts, such as independent learning and attending training, also strengthen their competence. Meanwhile, externally, the availability of facilities, the support of the principal, the role of colleagues, training, and school policies are important factors that encourage the use of ICT. Although there are still limitations in facilities and frequency of training, the culture of collaboration and school commitment contribute positively to improving teacher competence.
3. Teachers at Public Elementary School 183 Palembang face challenges in utilizing ICT, both during the design and implementation stages. The main obstacles include limited time, technical skills, limited infrastructure, and difficulty adapting media to the characteristics of elementary school students. Furthermore, technical glitches and differences in student access to and ability to use technology also pose challenges. Nevertheless, student responses to the media are generally positive, and with ongoing training, adequate facilities, and adaptive learning strategies, these challenges can be minimized and ICT utilization can be optimized to support the quality of learning.

Teachers and school administrators at Public Elementary School 183 Palembang have

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strived to improve the use of ICT by analyzing learning objectives, adapting media to student characteristics and materials, simplifying displays for ease of understanding, and connecting media content to students' real-life situations. These efforts have made the media more contextual, simple, and relevant, thereby improving understanding, participation, and learning effectiveness.

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