Teacher Competences in Improving Student Learning Outcomes Border Regional in Kecamatan Rangsang Kabupaten Kepulauan Meranti

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Abstract This study aims to determine how high the competences of teachers in improving the learning outcomes of junior high school students in border areas in Kecamatan Rangsang, Kabupaten Kepulauan Meranti. This research uses a quantitative approach with descriptive analysis. The population in this study was 66 junior high school teachers in Kecamatan Rangsang. The sample used in this study was obtained by sampling Nonprobability Sampling with Saturated Sampling. The instruments used were observation and questionnaire. The validity of the instrument uses product moment. Reliability calculation using the Alpha formula. Quantitative data were analyzed descriptively quantitatively in the form of a percentage. The results showed that teacher competence in improving student learning outcomes in junior high school in the border area of Kecamatan Rangsang, Kabupaten Kepulauan Meranti was in the neutral / moderate category with a percentage of 58.41% where the highest percentage was pedagogical competence and the lowest percentage was professional competence. This means that of the four teacher competency standards, improvements must be made to improve the quality and professionalism of teachers in accordance with the specified competency standards, including teachers developing the skills of educators through training and refinement of the curriculum whose material is adjusted to local content in the local area so that student learning outcomes will also increase.

Keyword: teacher competences, learning outcomes, border areas

1. Introduction

Kabupaten Kepulauan Meranti is a division of Kabupaten Bengkalis which was formed on December 19, 2008. The legal basis for the establishment of the Kabupaten Kepulauan Meranti is Law number 12 of 2009, January 16, 2009. Geographically, Kabupaten Kepulauan Meranti is at coordinates between about 0 ° 42 '30 "- 1 ° 28' 0" LU, and 102 ° 12 '0 "103 ° 10' 0" East, and is located on the eastern coast of the island of Sumatra, with the coast bordering a number of neighboring countries and entering the Triangle area Economic Growth (Growth Triagle) Indonesia - Malaysia Singapore (IMS-GT). This position makes Selatpanjang as one of the regions that has the potential to develop the economy so that it has the investment attractiveness going forward as one of the Commercial Cities on the coast of Riau. Meranti's strategic position is also reinforced by the presence of Meranti which borders directly with the Hinterland area of the Free Trade Zone (FTZ) Batam, Bintan and Tanjungbalai Karimun at least making this area one of the supporting FTZs, moreover this area can connect trade routes from Sumatra Island and Java.

Various problems often arise in border areas that are not covered by adequate infrastructure and as a result the outer islands are left behind in terms of human, economic and educational resources. The meaning of Article 31 of the 1945 Constitution is that every citizen has the right to get an education without exception. In fact, with the condition of the Indonesian state which is very broad and consists

of thousands of islands, from Sabang to Merauke. There are several problems that hamper the improvement of the quality of national education, especially in disadvantaged or remote areas, which in turn colors the educational journey in Indonesia. There are still many conditions where the education of children has not been served. The dropout rate is still high. Also the problem of teacher shortages, even though in some regions, especially urban areas the excess supply of teachers, teacher competence in some areas is still low, facilities and infrastructure are inadequate.

Kecamatan Rangsang, Kabupaten Kepulauan Meranti is one example of border areas that are still lacking in providing educational services to children. For example related to teacher competence, educational facilities and infrastructure that are inadequate, as well as the very minimal operational costs of education. Teachers who teach in Junior High Schools (SMP) must meet certain qualifications or what is called teaching eligibility in accordance with applicable regulations. One of the qualifications required is an academic qualification. According to Law No. 14 of 2005, the academic qualifications to become a junior high school teacher is a bachelor's degree (S-1) or diploma four (D-IV). Based on the data, all regions in the 3 T region, amounting to 142 regencies / cities, have not reached one hundred percent (100%) of S-1 / D-IV certified teachers.

The purpose of this national education will be achieved if all components of the party participate in supporting the progress of education, both by the government, teachers as educators, students as subjects in the learning process and the community. The efforts made by the government in improving the quality of education are by issuing various policies and taking corrective measures such as curriculum improvement, equitable distribution of education personnel, teacher certification, granting of school operational assistance funds and the application of new ideas to improve the quality of education including the quality of teachers such as improving teacher's competence and quality in teaching, behaving professionally and innovating in the learning process (Dani Firmansyah, 2015: 35).

The success of the implementation of learning activities is very much determined, one of which is teacher competency. According to Government Regulation No. 74 of 2008 concerning Teachers, article 2 states that teachers must have Academic Qualifications, Competencies, Educator Certificates, be physically and mentally healthy, and have the ability to realize national education goals. The intended teacher competency is in accordance with Government Regulation Number 19 of 2005 Article 28 Paragraph (3) it is mentioned that the competency standards of educators and education personnel consist of pedagogical competence, personality competence, professional competence, and social competence.

Pedagogical competence is the ability to manage student learning which includes understanding of students, designing and implementing learning, evaluating learning outcomes, and developing students to actualize their various potentials. Personality competence is the ability of personality that is steady, stable, mature, wise and authoritative, be an example for students, and have good character. Professional competence is the ability to master broad and deep learning material that enables it to guide students to meet the competency standards set out in the National Education Standards. Social competence is the ability of educators as part of the community to communicate and socialize effectively with students, fellow educators, education personnel, parents / guardians of students, and surrounding communities.

In this area education can be said to be sufficient to accommodate the students because there are about 5 (five) junior high schools but some of the facilities for learning infrastructure are inadequate. Based on preliminary observations through interviews and observations in junior high schools in the district of Rangsang show that teachers have different competencies when teaching. Some teachers in implementing learning lack the aspects of pedagogical and professional competencies that have an

impact on student learning outcomes. In addition to the large number of students to study, of course, teachers who are competent in teaching are needed.

Learning outcomes are abilities that have been owned by students after he experienced the learning process (Sudjana, 2005: 22). Howard Kingsley (Nana Sudjana, 2005: 85) divides 3 types of learning outcomes: 1) Skills and habits; 2) Knowledge and understanding; and 3) Attitudes and ideals. This opinion from Horward Kingsley shows the results of changes in all learning processes. The results of this study will continue to be attached to students because they have become a part of the student's life.

The value of learning outcomes is one indicator that can be used to measure a person's learning success. The value of learning outcomes reflects the results achieved by someone in terms of cognitive, affective, and psychomotor. Based on the results of interviews with representatives of junior high school teachers in the Kecamatan Rangsang, Kabupaten Kepulauan Meranti, only 30% of junior high school students' learning outcomes scored above average while 70% scored less. Or the level of completeness of students is still low, ie 35% - 65% of the number of students. The low student learning outcomes is due to the teacher in presenting the material still using conventional methods.

In the teaching and learning process, there are many factors that influence the achievement of the value of student learning outcomes, both from within students (internal) and from the external environment (external). Valian and Budi (2016: 10) in their journal said that "the factors that influence student learning outcomes namely educators are represented by the mastery of practical teaching methods, students are represented by student learning motivation and learning resources represented by learning media is a combination that is together can influence student learning outcomes ".

The success or failure of a student in learning activities can be seen from the results of learning or what we often know with learning achievement. Based on this description it can be concluded that to obtain satisfactory student learning outcomes requires qualified or competent teachers in managing learning well, therefore it is important for a teacher to master the four competencies that absolutely must be possessed by professional teachers.

The author finds problems that have arisen in junior high schools in the border areas of Kecamatan Rangsang, including:

1. The weak pedagogical competence possessed by some teachers who teach at school, this can be seen from the low achievement of values obtained by students. Which values obtained by students are below the competency standards set by the national education minister.
2. The way of learning is still classical where students are still limited to listening and seeing the teacher in teaching. There should be an effort of the teacher to renew the way of learning such as using active learning methods that build the creative side of students
3. The lack of insight and knowledge of teachers in the use of learning methods and media for the designation of a learning material. There should be an effort by the headmaster to increase the competency of the teaching staff through trainings, both by government, private and community institutions.
4. Some educators who teach in border areas are not in accordance with their respective educational backgrounds.
5. Still not optimally utilizing information and communication technology to communicate and develop themselves. There should be development of facilities and infrastructure that can create a comfortable learning atmosphere

Based on the existing phenomena, the writer feels that it is necessary to examine more deeply the teacher competences in improving the learning outcomes of junior high school students in the Border Areas in Kecamatan Rangsang, Kabupaten Kepulauan Meranti.

2. Methodology

This research uses a quantitative approach with descriptive analysis in the form of a percentage. This research was conducted from April to June 2019. The research was conducted in 5 junior high schools in the border areas in Kecamatan Rangsang, Kabupaten Kepulauan Meranti. The population in this study was 66 junior high school teachers in Kecamatan Rangsang. The sample used in this study was obtained by Nonprobability Sampling with Saturated Sampling. The instruments used were observation and questionnaire. The validity of the instrument uses product moment. Reliability calculation using the Alpha formula. Quantitative data were analyzed descriptively quantitatively in the form of a percentage.

Data collection is done by using the method of observation and questionnaires. Source of data used in this study are primary data and secondary data. Primary data is data obtained through filling out questionnaires by respondents, namely junior high school teachers in the border areas of Kecamatan Rangsang, Kabupaten Kepulauan Meranti. While secondary data obtained through the review of documents related to schools, teachers and others that support the implementation of the learning process and student learning outcomes.

The research instrument used was a questionnaire. The questionnaire filled out by junior high school teachers was used to find out a picture of how high the Teacher Competences was in Improving Student Learning Outcomes in the Border Region Middle School in the Kecamatan Rangsang, Kabupaten Kepulauan Meranti. To find out Teacher Competences in Improving Student Learning Outcomes of Border Region Middle Schools, the questionnaire form uses a Likert Scale model.

The data analysis technique in this research is to verify the data, group items based on indicators, make a preparation table for raw scores, tabulate by making a frequency distribution list based on indicators and use percentages. Data were analyzed descriptively with percentage and based on the mean value. Research on Teacher Competences in Improving Student Learning Outcomes of junior high school in the border areas in Kecamatan Rangsang, Kabupaten Kepulauan Meranti, can be analyzed by knowing through percentage calculation.

Then a descriptive analysis is carried out to see each item and indicators that aim to see which items and indicators really describe the level of high and low, this refers to Suharsimi Arikunto's opinion (2010: 319). The percentage criteria are as follows:

1. Percentage between 81% - 100% = "Very high"
2. Percentage between 61% - 80% = "High"
3. Percentage between 41% - 60% = "Medium"
4. Percentage between 21% - 40% = "Low"
5. Percentage between 0% - 20% = "Very Low"

Meanwhile, to see the high or low of Teacher Competences in Improving Student Learning Outcomes of Junior High School in the border areas in Kecamatan Rangsang, Kabupaten Kepulauan Meranti, the mean score interpretation model is used as shown in the following table:

Table 1: Interpretation of research mean scores Teacher Competences in Improving Student Learning Outcomes of SMP Border Areas in Kecamatan Rangsang, Kabupaten Kepulauan Meranti

Scale	Interpretation Scale
1.0 - 2.00	Low
2.01 - 3.00	Medium
3.01 - 4.00	High

Source: Adapted from Norasmah (2002) in Daeng Ayub (2016).

3. Result and Discussion

3.1. Result

Based on the results of research that has been carried out dissemination of statements to the research sample in this case are all junior high school teachers who are in the border area of the Kecamatan Rangsang, Kabupaten Kepulauan Meranti., amounting to 66 people. This study consists of one variable, namely teacher competences in improving student learning outcomes in border area junior high schools in Kecamatan Rangsang, Kabupaten Kepulauan Meranti, which will be studied and measured with indicators of pedagogical competence, personality competence, social competence and professional competence. To find out the percentage, mean and standard deviation (SD) of all indicators of teacher competency in improving student learning outcomes in junior high schools in the border areas of Kecamatan Rangsang, Kabupaten Kepulauan Meranti, see table 2 below:

Table 2: Recapitulation of the Percentage of Teacher Competences in Improving Student Learning Outcomes in Middle School Border Areas, Kecamatan Rangsang, Kabupaten Kepulauan Meranti

No	Indikator	N	Jumlah item	S	BK	Ss	TP	Jumlah	
				%	%	%	%	F	%
1	Kompetensi Pedagogik	66	31	31,12	28,72	22,26	17,89	64	100
2	Kompetensi Kepribadian	66	11	29,09	28,78	23,44	18,7	64	100
3	Kompetensi Sosial	66	9	28,53	29,92	23,62	17,37	64	100
4	Kompetensi Profesional	66	13	28,63	28,86	25,68	16,82	64	100
	Jumlah Keseluruhan	**264**	**64**	**117,4**	**116**	**95**	**70,78**	**256**	**400**
	Rata-rata	**66**	**16**	**29,34**	**29,1**	**23,75**	**17,7**	**64**	**100**

Based on table 2, it can be seen that the percentage of teacher competences variables in improving junior high school students learning outcomes in the border regions of Kecamatan Rangsang, Kabupaten Kepulauan Meranti consists of 4 indicators with 64 statement items, the highest percentage value is Always (S) of 29.34%, followed by alternative answers Several times (BK) of 29.1%, then followed by alternative answers Occasionally (Ss) of 23.75% and the lowest alternative answer chosen by respondents was Never (TP) of 17.7%. Based on predetermined criteria, it can be concluded that the teacher competences in improving the learning outcomes of junior high school students in border areas in Kecamatan Rangsang, Kabupaten Kepulauan Meranti is in the medium category, namely 58.44% of the scores included in the medium category ranging from 40% - 60%.

To better understand the results of this study in accordance with the research objectives, namely to find out how high the Teacher Competences in Improving Student Learning Outcomes in the Border Region Middle School, Kecamatan Rangsang, Kabupaten Kepulauan Meranti, the percentage interpretation based on the explanation above is set high and low levels of teacher competences in improving student learning outcomes. The border area junior high schools by classifying alternative

answers Always (S) and Multiple Times (BK) in the high category, Occasionally (Ss) in the medium category and Never (TP) in the low category, as can be seen in Table 3 below:

Table 3 Interpretation of the Percentage of Teacher Competence in Improving Student Learning Outcomes of Middle School Border Areas in the Kecamatan Rangsang, Kabupaten Kepulauan Meranti

Indicator	Result (%)	Interpretation
Pedagogical competence	59,84	High
	22,26	Medium
	17,89	Low
Personal competence	57,87	High
	23,44	Medium
	18,7	Low
Social competence	58,46	High
	23,62	Medium
	17,37	Low
Professional competence.	57,49	High
	25,68	Medium
	16,82	Low
Average	**58,41**	**High**
	23,75	**Medium**
	17,69	**Low**

From Table 3 it can be seen that the Teacher Competences in Improving Student Learning Outcomes in the Border Region Middle School in Kecamatan Rangsang, Kabupaten Kepulauan Meranti is highest at 58.41%, medium at 23.75% and the lowest at 17.69%.

In Table 4 we can see the mean and standard deviation (SD) of each item then recap the following Table 4. This is needed to find out which indicators are the most dominant determining the level of Teacher Competences in Improving Student Learning Outcomes of Middle School Border Areas in Kecamatan Rangsang, Kabupaten Kepulauan Meranti.

Table 4 Recapitulation of Mean Interpretation and Standard Deviation (SD) Teacher Competences in Improving Student Learning Outcomes in the Border Areas in Kecamatan Rangsang, Kabupaten Kepulauan Meranti

No	Indikator	N	Jumlah item	Mean	SD	Interprestasi
1	Kompetensi Pedagogik	66	31	2,87	0,97	Sedang
2	Kompetensi Kepribadian	66	11	2,9	0,93	Sedang
3	Kompetensi Sosial	66	9	2,83	0,89	Sedang
4	Kompetensi Profesional	66	13	2,76	0,95	Sedang
	Jumlah	**264**	**64**	**11,36**	**3,74**	
	Rata-rata	**66**		**2,84**	**0,94**	**Sedang**

In Table 4 it can be seen that the teacher competences in improving the learning outcomes of junior high school students in the border areas of Kecamatan Rangsang, Kabupaten Kepulauan Meranti is in the neutral / medium category based on the interpretation referred to in the interpretation table adapted from Daeng Ayub (2016) with a mean of 2.84 and SD 0,94 where the mean value is and the interpretation is found in teacher competence both in pedagogical competence, personal competence, social competence, and professional competence.

3.2. Discusion

The results showed that the teacher competences in improving the learning outcomes of junior high school students in the Kecamatan Rangsang, Kabupaten Kepulauan Meranti was classified as moderate, meaning that some teachers were seen to have undoubtedly pedagogical, personality, social and professional competencies. And some of them have to improve their competency so they are not eliminated by information and technology

Therefore it is necessary to make many improvements to aspects on each indicator that are not optimal and have not reached the desired target. Teacher competences in improving the learning outcomes of junior high school students in Kecamatan Rangsang, Kabupaten Kepulauan Meranti is based on four indicators that will be explained in the following research discussion:

3.1.1   Pedagogical Competence

In the National Education Standards, explanation of article 28 paragraph (3) point a, it is stated that pedagogical competence is the ability to manage learners' learning which includes understanding students, designing and implementing learning, evaluating learning outcomes, and developing students to actualize various potentials it has. The results showed that teacher competences in improving junior high school student learning outcomes in the Kecamatan Rangsang, Kabupaten Kepulauan Meranti seen from pedagogical competency indicators obtained a percentage of 59.84%, a mean of 2.87 and an elementary school of 0.97 which was classified as moderate.

So it can be concluded that the teacher competences in improving the learning outcomes of junior high school students in the Kecamatan Rangsang, Kabupaten Kepulauan Meranti in the pedagogical competency is classified as moderate, this means it is necessary to increase the ability to manage learning so that student learning outcomes increase. Because the teacher is one of the keys to student success in learning. So the teacher must continue to improve his ability to manage learning and be a driver of student success, which is in accordance with what was delivered by Helmawati (2016) that the teacher as an agent of learning is the role of the teacher, among others, as a facilitator, motivator, motivator, instructor of learning, and provider learning inspiration for students.

3.2.2   Personality Competence

In the National Education Standards, explanation of article 28 paragraph (3) point b, it is stated that what is meant by personality competence is the ability of a steady, stable, mature, wise and authoritative personality, being an example for students, and having good character. The results showed that the teacher's competence in improving the learning outcomes of junior high school students in Kecamatan Rangsang, Kabupaten Kepulauan Meranti was seen from the personality competency indicator obtained by a percentage of 57.87%, the mean and Standard Deviation (SD) obtained a mean of 2.9 and an elementary school of 0.93 classified as moderate.

So it can be concluded that the teacher competences in improving the learning outcomes of junior high school students in the Kecamatan Rangsang, Kabupaten Kepulauan Meranti is classified as a moderate personality competency, which means that the teacher's ability to recognize himself as a teacher of the teaching profession, and understand his duties and responsibilities as a teacher. However, there is still a need to improve the personal competence of each teacher in order to achieve the goals of education. Because in addition to understanding the ability of students, a teacher must also be able to understand themselves as educators. This is in accordance with what was delivered by Feralys Novauli (2015: 50) that a teacher must be able to realize an effective person to be able to carry out his functions and

responsibilities as a teacher. For that, he must know himself and be able to develop it towards the realization of a healthy person.

3.2.3   Social Competence

In the National Education Standards, clarification of article 28 paragraph (3) point d, it is stated that what is meant by social competence is the ability of educators as part of the community to communicate and socialize effectively with students, fellow educators, education personnel, parents / guardians of students , and the surrounding community. The results showed that the teacher's competence in improving the learning outcomes of junior high school students in the Kecamatan Rangsang, Kabupaten Kepulauan Meranti was seen from the social competency indicators obtained by a percentage of 58.46%, a mean of 2.83 and an elementary school of 0.89 which was classified as moderate.

So it can be concluded that the teacher competences in improving the learning outcomes of junior high school students in the Kecamatan Rangsang, Kabupaten Kepulauan Meranti is classified as moderate in social competence. This means that there is a social relationship between teachers and students, fellow educators, parents and the surrounding community. But there needs to be an increase in the social abilities of teachers, so that good communication and relationships can be established between the teacher and the surrounding community not only with students. In addition, teachers must be able to interact and interact with students not only during learning but also outside of learning. This is in line with what was stated by Ahmad Rizal (2009: 23) that communication with students is formally carried out during the learning process. Educators can interact with students through this communication, educators can also develop the ability of citizens to learn. Informal communication can be done outside of learning, for example when meeting on the street, after learning and so on.

3.2.4   Professional Competence

In the National Education Standards, explanation of article 28 paragraph (3) point c, it is stated that what is meant by professional competence is the ability to master the material in a broad and in-depth study that enables it to guide students to meet the competency standards set out in the National Education Standards. The results showed that the teacher competences in improving the learning outcomes of junior high school students in the Kecamatan Rangsang, Kabupaten Kepulauan Meranti was seen from the professional competency indicators obtained by a percentage of 57.49%, a mean of 2.76 and an elementary school of 0.95 which was classified as moderate.

So it can be concluded that the teacher competences in improving the learning outcomes of junior high school students in the border area Kecamatan Rangsang, Kabupaten Kepulauan Meranti in professional competency is classified as moderate. This means that the ability of teachers in mastering the material broadly and deeply in a learning is sufficient, but there needs to be an increase in professional abilities because with the presence of a competent teacher will be better able to create an effective learning environment, fun, and will be better able to manage their classes, so that the learning of students is at an optimal level and the achievement of learning outcomes according to national education standards.

4. Conclusion

Based on the results and discussion of the study, it was concluded that the teacher competences in improving the learning outcomes of junior high school students in the border areas of the Kecamatan Rangsang, Kabupaten Kepulauan Meranti was in the neutral / moderate category with a percentage of

58.41% where the highest percentage was pedagogical competence and the lowest percentage was professional competence. This means that of the four teacher competency standards, improvements must be made to improve the quality and professionalism of teachers in accordance with the specified competency standards, including teachers developing the skills of educators through training and refinement of the curriculum whose material is adjusted to local content in the local area so that student learning outcomes will also increase.

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