



## The Influence of Teachers' Professional Competences on the Reading Writing and Arithmetic Ability of Grade 3 Students at MI Ta'Mirul Islam Surakarta

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### Abstrak

Penelitian ini bertujuan untuk mengkaji pengaruh kompetensi profesional guru terhadap kemampuan calistung (membaca, menulis, dan berhitung) siswa kelas 3 di Madrasah Ibtidaiyah Ta'mirul Islam Surakarta pada tahun ajaran 2023/2024. Kompetensi profesional guru merupakan faktor kunci dalam proses pembelajaran, khususnya di tingkat Sekolah Dasar, dimana kemampuan dasar calistung menjadi pondasi penting bagi perkembangan akademik siswa.

Penelitian ini mengadopsi pendekatan kuantitatif dengan metode survei analitik, di mana data berupa angka dikumpulkan dan dianalisis secara statistik. Penelitian dilakukan di MI Ta'mirul Islam Surakarta, Kecamatan Laweyan, Jawa Tengah, selama Agustus hingga September 2024, dengan populasi sebanyak 86 siswa kelas 3. Dari populasi tersebut, diambil sampel 34 siswa atau 40% menggunakan teknik *simple random sampling*. Analisis data dilakukan menggunakan statistik deskriptif melalui program SPSS, termasuk penghitungan mean, median, modus, dan standard deviation. Uji normalitas dilakukan dengan QQ-plot dan uji Chi Square untuk mengetahui distribusi data, dilanjutkan dengan uji hipotesis melalui analisis korelasi atau regresi jika data memenuhi asumsi normalitas.

Hasil penelitian menunjukkan bahwa: 1) Kompetensi profesional guru berada pada dua kategori, yaitu sedang (1,4%) dan tinggi (98,6%). 2) Kemampuan calistung siswa kelas 3 juga berada pada dua kategori, yaitu sedang (2,9%) dan tinggi (97,1%). 3) Kompetensi profesional guru berpengaruh signifikan terhadap kemampuan calistung siswa, ditunjukkan oleh nilai sig.  $0.004 < 0.05$  dan  $t \text{ hitung } 2.986 > t \text{ tabel } 2.000$ . Semakin tinggi kompetensi profesional guru, semakin baik kemampuan calistung siswa. Penelitian ini memberikan kontribusi terhadap pemahaman hubungan antara profesionalisme guru dan kemampuan dasar siswa, serta dapat menjadi rujukan dalam peningkatan kualitas pendidikan di madrasah.

**Kata Kunci:** *kompetensi profesional guru, calistung, pendidikan dasar, Madrasah Ibtidaiyah*

### Abstract

*This study aims to examine the influence of teacher professional competence on the reading, writing, and arithmetic abilities of grade 3 students at Madrasah Ibtidaiyah Ta'mirul Islam Surakarta in the 2023/2024 academic year. Teacher professional competence is a key factor in the learning process, especially at the Elementary School level, where basic reading, writing, and arithmetic skills are an important foundation for students' academic development.*

*This study adopts a quantitative approach with an analytical survey method, where data in the form of numbers are collected and analyzed statistically. The study was conducted at MI Ta'mirul Islam Surakarta, Laweyan District, Central Java, from August to September 2024, with a population of 86 grade 3 students. From this population, a sample of 34 students or 40% was taken using the simple random sampling technique. Data analysis was carried out using descriptive statistics through the SPSS program, including calculating the mean, median, mode, and standard deviation. The normality test was carried out using the QQ-plot and Chi Square test to determine the data distribution, followed by hypothesis testing through correlation or regression analysis if the data met the normality assumption.*

*The results of the study indicate that: 1) Teachers' professional competence is in two categories, namely moderate (1.4%) and high (98.6%). 2) The reading, writing and arithmetic abilities of grade 3 students are also in two categories, namely moderate (2.9%) and high (97.1%). 3) Teachers' professional competence has a significant effect on students' reading, writing and arithmetic abilities, as indicated by the sig. value of  $0.004 < 0.05$  and  $t \text{ count } 2.986 > t \text{ table } 2.000$ . The higher the teacher's professional competence, the better the students' reading, writing and arithmetic abilities. This study contributes to the understanding of the relationship between*

*teacher professionalism and students' basic abilities, and can be a reference in improving the quality of education in madrasahs.*

**Keywords:** *professional competence of teachers, reading, writing and arithmetic, elementary education, Madrasah Ibtidaiyah.*

## Introduction

Education is a fundamental element in forming a quality and characterful young generation. An effective learning process is highly dependent on the quality of education, especially on the central role of educators in guiding and directing students. As the spearhead of education, teachers play a very important role in creating meaningful and beneficial learning experiences for students. High competence from a teacher is highly expected, especially in developing basic skills such as reading, writing, and arithmetic (calistung), which are the main foundation for students' academic development at the elementary education level.

Teacher competence refers to a series of personal characteristics that include knowledge, skills, and attitudes that can be reviewed and demonstrated in various educational contexts (Antera, 2021). Define competence as an individual's ability to carry out a job effectively and superiorly, which involves aspects of knowledge, skills, and attitudes (Kurz & Bartram, 2002; Mulder, 2014). This competence is very important in the context of education because it determines how well a teacher can meet the academic and social needs of students. According to the theory put forward by McLeod (Mulder, 2014; Reimers & Chung, 2019), teacher professional competence is a rational action aimed at achieving results that are in accordance with educational expectations. This competence includes in-depth academic abilities and qualified teaching skills, all of which reflect the academic authority of an educator. Furthermore, Hativa (2001) explains that a teacher's professional competence includes the ability to master subject matter in depth and the ability to convey the material in an effective and creative way.

Competent teachers are not only able to understand the field of science being taught, but are also able to convey this knowledge to students in a form that can be understood and applied. The characteristics of professional and competent teachers include the ability to create a conducive learning atmosphere, develop effective learning strategies, provide constructive feedback, and continuously develop themselves through reflection and continuous learning (Stronge,

2018). In the Regulation of the Minister of National Education Number 16 of 2007, it is emphasized that a teacher must have four main competencies, namely pedagogical competence, personality competence, social competence, and professional competence (Pradesa et al., 2021).

In Indonesia, the development of teacher professional competence has been encouraged through various programs, one of which is the Teacher Professional Development Program (PPG), which is designed to improve the capacity of teachers in various roles, including as teachers, mentors, and class administrators (Himawan, 2016). This competence includes the ability to master subject matter well, manage learning programs, create a conducive classroom atmosphere, and use media and learning resources effectively. Teachers must also understand relevant educational concepts and issues and be able to manage classroom learning interactions in a way that encourages active student participation.

Furthermore, a teacher must also be able to objectively assess student achievement to ensure optimal academic and personal development of students. This assessment helps teachers to understand the needs of individual students and adjust the most appropriate teaching methods to support their progress (Bryant et al., 2019; Suskie, 2018). Good mastery of material and pedagogical skills is essential for a teacher in carrying out his/her professional duties, especially at the elementary education level where reading, writing and arithmetic learning is the main focus.

Reading, writing, and arithmetic, which includes the ability to read, write, and count, is a core component of learning at the elementary school level. According to Renninger et al. (2014), reading, writing, and arithmetic learning is usually accompanied by play activities that aim to encourage students' interest and involvement in the learning process. Reading, writing, and arithmetic play an important role in developing students' basic skills, which will be the foundation for them to continue to more complex learning at higher levels of education (Wohlwend, 2015). Mastery of reading, writing, and arithmetic is an initial benchmark in

evaluating students' readiness to learn at a more advanced level, so it is very important for teachers to ensure that students master this ability well. At the elementary school level, especially in Elementary Schools (SD) and Madrasah Ibtidaiyah (MI), reading, writing, and arithmetic is the main focus of learning. This ability is not only important for students' academic development, but also affects their ability to adapt to the increasingly high demands of education. At the Madrasah Ibtidaiyah (MI) Ta'mirul Islam Surakarta, for example, students' reading, writing, and arithmetic abilities are one of the indicators of the success of the education process. Initial observations at this school indicate that some students still have difficulty in mastering reading, writing and arithmetic, which has implications for their ability to understand other lessons.

The low competence of students in reading, writing and arithmetic at MI Ta'mirul Islam Surakarta is thought to be related to the low professional competence of teachers. Often, the teaching methods applied do not match the needs of students, so that learning becomes less effective. It is important to evaluate how professional competence of teachers affects students' reading, writing and arithmetic abilities. More in-depth research is needed to understand the extent to which professional competence of teachers influences these basic abilities of students, especially at the elementary education level which is very important for students' academic development in the future.

This study aims to identify and evaluate the professional competence of teachers at MI Ta'mirul Islam Surakarta and analyze the relationship between these competencies and students' reading, writing and arithmetic abilities. The results of this study are expected to provide better insight into the factors that influence students' reading, writing and arithmetic abilities and how to improve teachers' professional competence to support a more effective learning process.

According to Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System, learning is a process of interaction between educators and students and learning resources in an educational environment (Limpo et al., 2018; Syarnubi et al., 2021). An effective learning process not only requires the right teaching method, but also requires teachers who are able to manage the class, use learning

media effectively, and adjust the learning approach to student needs. As explained by Emelyanova & Voronina (2014), there are five main indicators that can be used to measure the effectiveness of learning, namely learning management, good communication between teachers and students, positive responses from students, active student participation, and achievement of adequate learning outcomes. Education at the elementary level must focus on developing basic skills such as reading, writing, and arithmetic, because these skills are the foundation that will support students in achieving academic achievement at the next level of education. According to Jouhar & Rupley, (2021), reading is the process of understanding the meaning of a text, while writing involves the ability to arrange letters into meaningful words. Numeracy, on the other hand, is the ability to perform mathematical calculations that form the basis for understanding more complex mathematical concepts. Thus, literacy skills are very important for students at the elementary school level. Teachers' professional competence plays a major role in ensuring that students can master these basic skills. Therefore, this study will not only provide an understanding of the influence of teachers' professional competence on students' literacy skills, but will also provide practical recommendations for the development of teacher competence improvement programs in the future.

## Method

This study uses a quantitative research type, where quantitative data is obtained in the form of numbers and analyzed using statistics with an analytical survey approach. According to Pandey & Pandey (2021), an analytical survey is a survey process that aims to answer research questions according to the existing situation. This research was conducted at MI Ta'mirul Islam Surakarta, Laweyan District, Surakarta, Central Java, in August-September 2024. The study population consisted of 86 students of grade 3 MI Ta'mirul Islam Surakarta. The sample was taken as much as 40% of the population, namely 34 students, using a random sampling technique.

Data collection was carried out through a questionnaire to obtain data on teacher professional competence. Documentation was carried out to obtain school profile documents and other supporting data. Measuring the validity

of the question items using the product moment correlation formula, and the items are considered valid if the calculated  $r > r$  table. Reliability was measured using the Cronbach Alpha method, and the reliability results were considered good if the coefficient value  $> 0.60$ .

Data collection for reading, writing and arithmetic skills was carried out through tests. The operational definition of reading, writing, and arithmetic ability includes measuring the number symbols, recognizing letters, and being able to present objects in the form of pictures or writing. Data were analyzed using descriptive statistical analysis, including mean, median, mode, and standard deviation. The analysis was continued with data categorization to see the level of the variables studied. To test whether the data is normally distributed using QQ-plot and Chi Square. To determine the linear relationship between variables using scatter plots. Hypothesis testing using the statistical t-test, basically shows how far the influence of one explanatory or independent variable individually in explaining the variation of the dependent variable. Hypothesis testing uses the results from the Coefficients table. If the probability  $> 0.025$  (using a two-tailed test) then  $H_0$  is accepted. If the probability  $< 0.025$  then  $H_0$  is rejected (Noguchi et al., 2021).

## Result and Discussion

### Result

The questionnaire on Teacher Professional Competence was filled out by 34 students from three classes as samples in this study. Descriptive statistics are used to explain the characteristics of the data from the sample used. The descriptive statistics in this study can be seen from the minimum (lowest), maximum (highest), mean (average), and standard deviation values of each variable. The results of the descriptive statistics of the Teacher Professional Competence variable (X) in this study can be seen in the following table.

Table 4.3. Descriptive Statistics of Teacher Professional Competence (X)

Descriptive Statistics					
	N	Min	Max	Mean	Std. Dev
Teacher_Prof_Comp	34	51.00	75.00	63.52	7.476
Valid N (listwise)	34				

Based on the table above, it is known that the X variable has an average value (mean) of 63.53 and a standard deviation of 7.47. The results of the distribution of teacher professional competency questionnaires to 34 grade 3 students at MI Ta'mirul Islam Surakarta were analyzed using frequency distribution as follows:

Table 4.4. Frequency Distribution of Teacher Professional Competence (X)

		Teacher_Professional_Comp			
		Freq	Percent	Valid Percent	Cumulative Percent
Valid	51.00	3	8.8	8.8	8.8
	54.00	1	2.9	2.9	11.8
	57.00	5	14.7	14.7	26.5
	60.00	7	20.6	20.6	47.1
	63.00	4	11.8	11.8	58.8
	66.00	3	8.8	8.8	67.6
	69.00	3	8.8	8.8	76.5
	72.00	3	8.8	8.8	85.3
	75.00	5	14.7	14.7	100.0
Total	34	100.0	100.0		

Table 4.5. Table of Teacher Professional Competence Categories (X)

		Teacher_Professional_Competence_Category			
		Freq	Percent	Valid Percent	Cumulative Percent
Valid	Very Low	3	8.8	8.8	8.8
	Low	6	17.6	17.6	26.5
	Medium	14	41.2	41.2	67.6
	High	6	17.6	17.6	85.3
	Very High	5	14.7	14.7	100.0
Total	34	100.0	100.0		

Based on the table above, it is known that variable X has the largest percentage in the medium category, namely 41.2% or 14 students. From the table, it can be visualized through the following graph:

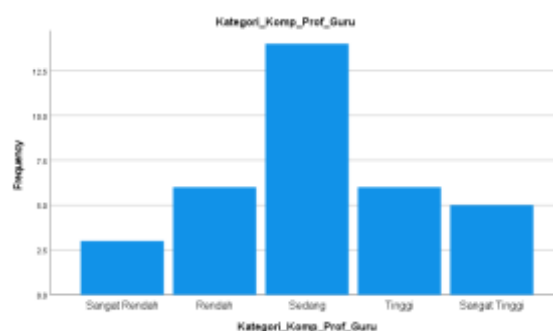


Figure 4.1. Graph of Teacher Professional Competence Data Categories

The results of descriptive statistics of the variable of Reading, Writing and Arithmetic Ability of Grade 3 Students (Y) in this study can be seen in the following table:

Table 4. 7 Descriptive Statistics of Reading, Writing and Arithmetic Ability of Grade 3 Students (Y)

Descriptive Statistics					
	N	Min	Max	Mean	Std. Dev
Kemp_Calistung	34	53.00	100.00	87.55	13.44
Valid N (listwise)	34				

Variable Y has an average value (mean) of 87.56, a maximum value of 100, a minimum value of 53, and a standard deviation of 13.45. The results of the distribution of teacher professional competency questionnaires to 34 grade 3 students at MI Ta'mirul Islam Surakarta were analyzed using frequency distribution as follows:

Table 4.8. Frequency Distribution of Reading, Writing and Arithmetic Ability of Grade 3 Students (Y)

Kemp_Calistung					
		Freq	Percent	Valid Percent	Cum Percent
Valid	53.00	3	8.8	8.8	8.8
	73.00	3	8.8	8.8	17.6
	80.00	2	5.9	5.9	23.5
	86.00	5	14.7	14.7	38.2
	93.00	13	38.2	38.2	76.5
	100.00	8	23.5	23.5	100.0
	Total	34	100.0	100.0	

Based on the descriptive statistics of the results of the distribution of reading, writing and arithmetic ability instruments to 34 grade 3 students at MI Ta'mirul Islam Surakarta which were also carried out, the percentage of data categories of grade 3 students' reading, writing and arithmetic ability at MI Ta'mirul Islam Surakarta which is then categorized into 5 categories as follows:

Table 4.9. Data Category of Reading, Writing and Arithmetic Ability of Grade 3 Students (Y)

Kategori_Kemp_Calistung					
		Freq	Percent	Valid Percent	Cum Percent
Valid	Very Low	3	8.8	8.8	8.8
	Low	5	14.7	14.7	23.5
	Medium	18	52.9	52.9	76.5
	High	8	23.5	23.5	100.0
	Total	34	100.0	100.0	

Based on the table above, it is known that variable X has the largest percentage in the medium category, namely 52.9% or 18 students. From the table, it can be visualized through the following graph:

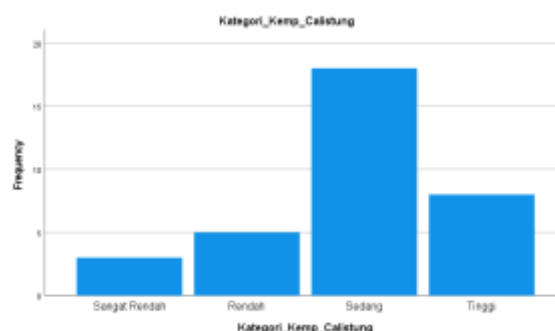


Figure 4.1. Data Category Graph of Grade 3 Students' Reading, Writing and Arithmetic Ability

According to Pandey & Pandey (2021), if the correlation is not normally distributed, the correlation test in this study uses the Spearman rank correlation test. Based on the results of the Kolmogorov Smirnov normality test, the data on Teacher Professional Competence and Grade 3 Students' Reading, Writing and Arithmetic Ability were not normally distributed, so a hypothesis test was carried out using the Spearman Rank Correlation Test with the following results:

Table 4. 12 Correlation Test Results  
 Spearman Rank

Correlations		Komp_ Prof_ Guru	Kemp_ Calistung
Komp_ Prof_ Guru	Pearson Correlation	1	.096
	Sig. (2-tailed)		.587
	N	34	34
Kemp_ Calistung	Pearson Correlation	.096	1
	Sig. (2-tailed)	.587	
	N	34	34

Based on the table above, it is known that the correlation coefficient is 0.096. This means that the level of correlation between the variables of Teacher Professional Competence and students' reading and writing abilities is 0.096 or weak. The correlation coefficient figure in the results above is positive, namely 0.096, so that the relationship between the two variables is unidirectional (type of unidirectional relationship), thus it can be interpreted that the more the teacher's professional competence is improved, the students' reading and writing abilities will also increase. Based on the output above, the significance value or Sig. (2-tailed) of 0.587, because the Sig. (2-tailed) value of 0.587 > 0.05 or 0.01 means that there is no significant relationship between the Teacher Professional Competence variable and students' reading, writing and arithmetic abilities. Referring to the discussion above, the conclusion in this study is that there is no significant relationship between the Teacher Professional Competence variable and students' reading, writing and arithmetic abilities.

### Discussion

Based on the results of the research that has been conducted, the influence of Teacher Professional Competence (X) on the Reading, Writing and Arithmetic Ability of Grade 3 Students (Y) shows that there is no significant relationship between the two variables. This can be seen from the results of the Spearman Rank correlation test which shows a correlation coefficient value of 0.096 with a significance value of 0.587, where the value is greater than 0.05. Thus, it can be concluded that there is no significant correlation between teacher professional competence and the reading, writing

and arithmetic ability of grade 3 students at MI Ta'mirul Islam Surakarta.

#### 1. Teacher Professional Competence

Teacher professional competence has a very important role in the learning process. This competence includes the teacher's ability to master teaching materials, learning strategies, and the ability to evaluate and develop student potential. According to the Ministry of National Education (2003), teacher professional competence includes the ability to master subject matter broadly and deeply, which includes mastery of the curriculum and teaching materials, as well as the ability to utilize information and communication technology in learning.

However, based on the data from this study, although teacher professional competence is measured by a relatively diverse score distribution, the results of the correlation test indicate that increasing teacher professional competence does not directly affect the improvement of students' reading, writing, and arithmetic abilities. Previous research by Ökmen et al., (2020) also stated that teacher professional competence alone may not be enough to ensure an increase in students' abilities, especially when basic skills such as reading, writing, and arithmetic are involved. Other factors, such as student learning motivation, learning environment, and parental support, also play a significant role.

#### 2. Students' Reading, Writing, and Arithmetic Abilities

Reading, writing, and arithmetic abilities are basic skills that must be mastered by students at the elementary education level. Reading, writing, and arithmetic serve as a foundation for higher cognitive abilities. According to Sheromova et al. (2020), success in developing students' reading, writing, and arithmetic abilities is highly dependent on various factors, including the quality of teaching, the learning methods used, and a supportive learning environment.

The results of this study indicate that the reading, writing and arithmetic ability of grade 3 students at MI Ta'mirul Islam Surakarta has a fairly high distribution with an average score of 87.56, which means that the majority of students have good reading, writing and arithmetic abilities. However, there is a significant variation in scores, with a minimum value of 53 and a maximum of 100, indicating differences in



individual abilities among students. This is in line with Odikpo & Ejide (2021), which states that students' ability to master reading, writing and arithmetic is influenced by various factors other than the quality of teaching, including socio-economic background, level of parental participation, and student learning styles.

### 3. Analysis of the Relationship between Teacher Professional Competence and Students' Reading, Writing and arithmetic Ability

Although the theory states that competent teachers should be able to improve students' abilities, the results of this study do not show a significant relationship between teacher professional competence and students' reading, writing and arithmetic abilities. That when the data is not normally distributed, the correlation test used is the Spearman Rank correlation test. The results of the Spearman Rank correlation test in this study produced a correlation coefficient value of 0.096 with a significance value of 0.587. This means that although there is a very weak positive relationship between the two variables, the relationship is not statistically significant.

One reason why no significant relationship was found may be due to external factors that influence students' reading, writing and arithmetic abilities, such as the home environment, students' intrinsic motivation, and the availability of learning resources outside the classroom. Wang et al., (2022) stated that in

addition to teachers, the quality of education is also influenced by a supportive learning environment and learning methods that are appropriate to students' needs. In this case, students' reading, writing and arithmetic abilities may be more influenced by these factors than by the teacher's professional competence.

## Conclusion

The professional competence of teachers at MI Ta'mirul Islam Surakarta is in the moderate category, namely 41.2% or 14 students.

The reading, writing and arithmetic ability of grade 3 students at MI Ta'mirul Islam Surakarta is in the moderate category, namely 52.9% or 18 students.

Based on the results of the research that has been conducted, the influence of Teacher Professional Competence (X) on the Reading, Writing and Arithmetic Ability of Grade 3 Students (Y) shows that there is no significant relationship between the two variables. This can be seen from the results of the Spearman Rank correlation test which shows a correlation coefficient value of 0.096 with a significance value of 0.587, where the value is greater than 0.05. Thus, it can be concluded that there is no significant correlation between teacher professional competence and the reading, writing and arithmetic ability of grade 3 students at MI Ta'mirul Islam Surakarta

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### Curriculum Vitae

Annisa Putri Utami adalah seorang penulis dan mahasiswa di bidang Pendidikan Guru Madrasah Ibtidaiyah, dengan latar belakang pendidikan dari Institut Islam Mamba'ul 'Ulum Surakarta. Memasuki akhir masa studi penulis di jurusan S1 PGMI Institut Islam Mamba'ul 'Ulum Surakarta ini penulis mempersembahkan sebuah karya tulis yang berjudul "PENGARUH KOMPETENSI PROFESIONAL GURU TERHADAP KEMAMPUAN CALISTUNG SISWA KELAS 3 MADRASAH IBTIDAIYAH TA'MIRUL ISLAM SURAKARTA TAHUN AJARAN 2023/2024".