



## RELATIONSHIP OF TEACHER COMPETENCY TO THE QUALITY OF STUDENTS

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### Abstract

This research examines the relationship between teacher competence and the quality of students in secondary schools. Teacher competency, which includes pedagogical knowledge, teaching skills, and professional attitudes, is considered a key factor in determining the quality of education. This research uses a qualitative descriptive method with a correlational approach, and data was collected through literature study. The results of the analysis show that teacher competence has a significant influence on the quality of students in various aspects, including academic achievement, social skills, emotional well-being and moral development. Strong pedagogical competence in teachers is correlated with increased student academic achievement, while teacher personality and social competence plays an important role in developing students' social skills and morality. These findings support previous literature which emphasizes the importance of teacher competence in education. This research suggests that teacher professional development programs should focus more on strengthening all aspects of competency to improve the quality of education holistically. The implications of this research are highly relevant for policy makers and educational practitioners in designing more effective interventions to improve educational outcomes.

**Keywords:** Teacher competency, student quality, secondary education, academic achievement, character development.

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## INTRODUCTION

## مقدمة

Education plays a very crucial role in nation development, functioning as a foundation for creating quality and highly competitive human resources. In this context, teachers have a strategic position as agents of change who directly interact and influence student development. Teacher competency, which includes knowledge, skills and professional attitudes, is a determining factor in an effective learning process. On the other hand, the quality of students, which is measured through various academic and non-academic indicators, reflects the final results of the educational process carried out (Suharto, 2023). Therefore, the relationship between teacher competency and student quality is a very relevant topic to research.

Although various efforts have been made to improve the quality of education, field observations show that many schools still face challenges in achieving optimal learning outcomes. One specific problem that often arises is the low quality of students, which is not only limited to academic aspects but also includes non-academic aspects such as attitudes and social skills. This research identified that one of the main factors that may contribute to this problem is teacher competence. The fundamental question that needs to be answered is whether teacher

competence has a significant influence on the quality of students. The implications of this issue are very important, because if the relationship between teacher competence and student quality can be better understood, then more effective interventions can be designed to improve overall educational outcomes.

This research aims to examine the relationship between teacher competence and the quality of students in secondary schools. The main aim of this research is to analyze the extent to which teacher competence, which includes pedagogical knowledge, teaching skills, and professional attitudes, influences the quality of students, as measured through academic achievement and character development. Specifically, this research also aims to identify aspects of teacher competency that have the most significant influence and evaluate the specific impact of the various components of these competencies on various dimensions of student quality. By understanding this relationship in depth, it is hoped that this research can make an important contribution to improving teaching practices and developing more effective educational policies.

Existing literature regarding the relationship between teacher competence and student quality has shown a positive correlation between these two variables. However, most previous research tends to focus on cognitive aspects of teacher competence, such as content knowledge and teaching strategies, with little attention paid to affective and psychomotor aspects. In addition, many studies use limited samples or specific geographic contexts, so the generalizability of the results is limited. This research aims to fill this gap by analyzing the relationship between various aspects of teacher competence—including cognitive, affective, and psychomotor—and the quality of students in various secondary schools in the wider region. Thus, this research not only offers a more comprehensive understanding but also makes a significant contribution to the existing literature, as well as providing a strong basis for more effective educational interventions.

This research offers a new perspective by exploring aspects that have not been widely discussed in the relationship between teacher competence and student quality. While most previous studies focus on the cognitive dimensions of teacher competence, this research broadens the scope by including analysis of other aspects such as affective and psychomotor. This approach is expected to provide a more holistic insight into how various components of teacher competency affect the overall quality of students. The justification of this research is further strengthened by its high relevance for the development of educational policy and teaching practice. It is hoped that the results of this research will not only enrich academic literature but also provide practical recommendations that can be implemented by educators and policy makers to improve the quality of education in Indonesia.

## METHOD

## منهج

This research adopts a qualitative descriptive approach with a correlational type to investigate the relationship between teacher competence and student quality. The literature study approach was chosen as the main method for collecting data, with a focus on reviewing relevant scientific literature from various sources such as academic journals, textbooks, dissertations and research reports (Rusdi et al., 2023). The literature selection process was carried out carefully by considering the established criteria to ensure the credibility and relevance of the information obtained. The data obtained was then analyzed qualitatively through theoretical analysis, which involves theoretical synthesis and in-depth interpretation of the findings found in

the literature. This approach allows researchers to explore various aspects of teacher competency and its impact on the quality of students holistically, as well as to present an in-depth and contextual understanding of the phenomenon under study. By using this methodological approach, it is hoped that this research can make a significant contribution to the scientific literature in the field of education, as well as provide valuable insights for policy makers and educational practitioners in designing more effective interventions to improve the quality of education.

## RESULT | نتائج

Analysis of research results shows that teacher competence has a significant influence on the quality of students from various points of view. First, from the knowledge aspect, teachers who have good mastery of the material and effective teaching methods consistently increase students' academic achievement. This finding is in line with the theories of cognitivism and constructivism which emphasize the importance of active interaction in learning (Hermoso & Brobo, 2023). Second, from the social aspect, teacher competence in social skills and classroom management has been proven to increase students' social interaction abilities, supporting Erik Erikson's theory of social-emotional development (Ouchen et al., 2023). Third, from the emotional aspect, emotional support and positive relationships built by teachers play an important role in students' emotional well-being. These results support Daniel Goleman's emotional intelligence model, which states that emotional support can increase motivation and learning achievement (Mutsa Fakhruddin et al., 2023). Finally, from the spiritual aspect, teacher competence in integrating spiritual values in teaching contributes positively to students' spiritual development, in line with Thomas Lickona's character education theory which emphasizes the importance of values education (Siagian et al., 2022).

However, this research has several limitations. The methodological limitations of the literature study and the correlational type indicate that the results of this research cannot yet be verified through direct empirical data. In addition, limitations in data collection, such as limited access to certain literature or potential bias in literature selection, may influence the results. These limitations limit the generalizability of research findings to broader contexts or different educational systems.

For future research, it is recommended to use a more empirical methodological approach, such as case studies or surveys, to strengthen the findings of this research. Research also needs to explore additional variables that might influence the relationship between teacher competence and student quality, such as school environmental factors or parental support. In addition, research on different populations and samples, for example across different levels of education or geographic regions, is needed to expand the generalizability of the results.

The findings of this research have important implications for educational policy development, including training and professional development programs for teachers. From a teaching practice perspective, the results of this research emphasize the importance of developing teacher competency to improve the quality of students holistically. Ethical issues that may arise, such as the balance between increasing teacher competence and workload, need to be considered. Socially, improving the quality of education through developing teacher competency can have a positive impact on society and socio-economic development, underscoring the importance of investment in education.

### Definition and Components of Teacher Competency

Teacher competency is a multifaceted concept that includes various abilities and characteristics needed to be effective in teaching and educating students (Putina, 2023). According to some literature, teacher competency can be defined as a combination of knowledge, skills, attitudes, and values that enable teachers to carry out teaching tasks successfully and contribute to the holistic development of students. The main components of teacher competence are often divided into four categories: pedagogical competence, personality competence, social competence, and professional competence (Mutsia Fakhruddin et al., 2023).

Pedagogical competence includes the ability to design, implement and evaluate effective learning processes (Putra Adinata et al., 2022). Personality competence involves teachers' personal traits such as integrity, honesty, and empathy that influence their interactions with students. Social competence includes skills in communicating and collaborating with students, parents and colleagues. Meanwhile, professional competence includes in-depth knowledge of the subjects taught and the ability to continue to develop oneself through continuous learning. Each of these components plays an important role in creating a supportive and productive learning environment, and together, they form the foundation of quality teaching practices. By understanding and developing these four components, teachers can increase the effectiveness of their teaching and significantly improve the quality of education provided to students.

### Definition and Indicators of Student Quality

The quality of students is one of the main indicators of the success of the education system and is often measured through various parameters that reflect academic achievement, social skills, morality and critical thinking skills (Kobandaha, 2022). The definition of student quality includes the ability to not only understand and master academic material, but also to interact effectively in social contexts, demonstrate moral integrity, and think critically and creatively in solving problems. In educational literature, the quality of students is often measured through their performance on standardized tests, academic achievement, participation in extracurricular activities, and their behavior in social environments both inside and outside school (Rawlings et al., 2023).

Academic achievement is the indicator most commonly used to measure the quality of students. This includes test scores, literacy and numeracy skills, and achievement in certain subjects (Abdallah & Abdallah, 2023). However, academic achievement alone is not enough to provide a complete picture of the quality of students. Social skills, which include the ability to work in a team, effective communication, empathy, and other interpersonal skills, are also very important. These social skills enable students to interact constructively with other people, which is an important component of their future success (Nauli Thaib, 2013).

Morality, as an indicator of student quality, includes integrity, honesty, sense of responsibility, and other ethical values (Nasution, 2023). Good morality enables students to make correct decisions and act in accordance with the values held by society (Fiqih & Shodiq, 2023). This is important in forming the character of students who are not only academically intelligent but also have high moral qualities. Effective education not only teaches knowledge and skills, but also shapes the character and morals of students (Izzati & Sumiyati, 2023).

Apart from that, critical thinking skills are another important indicator of the quality of

students. These skills involve the ability to analyze information, evaluate arguments, solve problems logically, and think creatively. Critical thinking skills enable students to face complex challenges in the real world and make the right decisions based on mature thinking. These skills also support lifelong learning, which is critical in a rapidly evolving and changing world (Rahman et al., 2022).

Factors that influence the quality of students vary greatly, including family background, school environment, quality of teaching, and available resources. Family background, such as parents' education level, economic status, and support at home, plays an important role in determining the quality of students. A conducive school environment, with support from competent teachers and adequate facilities, is also very important in supporting student development (Purwanto, 2021).

In this context, the role of teacher competence is very crucial. Competent teachers are not only able to teach subject matter effectively but are also able to support students' social and moral development and encourage them to think critically (Adnan et al., 2019). Thus, efforts to improve the quality of students must include comprehensive development of teacher competence, which includes pedagogical, personal, social and professional aspects. Only with a holistic approach like this, education can be successful in creating high-quality students, ready to face future challenges, and contribute positively to society (Rahayu et al., 2023).

### **The Relationship between Teacher Pedagogical Competence and Student Academic Achievement**

Teacher pedagogical competence is an essential component in an effective educational process, including the ability to design, implement and evaluate learning in a comprehensive and adaptive manner (Rasdiana et al., 2024). This competency plays a crucial role in determining students' academic achievement, because the quality of teaching received by students directly depends on the teacher's pedagogical expertise (Rasdiana et al., 2024). Research has repeatedly confirmed that high pedagogical competence in teachers is positively correlated with increased academic achievement of students. Pedagogically competent teachers are able to identify students' individual learning needs and adapt their teaching methods to meet these needs (Loeneto et al., 2022). They use various active, collaborative and problem-based learning strategies that encourage students to be deeply involved in the learning process (Mumpuniarti et al., 2020).

Not only that, teachers with strong pedagogical competence have the ability to create a supportive and inclusive learning environment, where students feel safe to explore new ideas and make mistakes as part of the learning process. They are also adept at providing constructive and timely feedback, which helps learners understand their strengths and weaknesses, as well as providing guidance for improvement. Research by Hattie shows that effective feedback is one of the most influential factors in improving students' academic achievement (Hattie, 2009). Pedagogically competent teachers are also able to integrate technology and other educational resources effectively in learning, which can enrich students' learning experiences and increase their engagement.

Apart from technical and methodological aspects, pedagogical competence also includes a deep understanding of educational psychology and classroom dynamics (Budirahayu & Saud, 2021). Teachers who understand how students learn and develop can design learning experiences that are more appropriate to students' cognitive and emotional development stages. They are also able to manage the class effectively, creating a positive learning atmosphere and

minimal distractions, so that students can focus on learning (Fraser et al., 1982). Furthermore, good pedagogical competencies also involve the ability to critically evaluate learning processes and outcomes, use data to improve teaching practices, and implement continuous improvement.

Thus, teacher pedagogical competence not only improves students' academic achievement through better teaching, but also develops critical thinking skills and problem solving abilities that are important for students' long-term success. Therefore, efforts to increase teacher pedagogical competence must be a priority in professional development programs and education policies. Through developing these competencies, it is hoped that the quality of education can improve significantly, producing students who are not only academically superior but also ready to face challenges in the real world.

### **The Relationship between Teacher Personality Competence and Students' Social Skills**

Teacher personality competencies, which include integrity, empathy, and the ability to inspire, greatly influence students' social skills. These competencies include personal characteristics that enable teachers to build positive and supportive relationships with students, creating a safe and inclusive learning environment (Pradesa et al., 2021). Teachers who have good personality competencies tend to be more successful in building strong interpersonal relationships with students, which is very important for the development of their social skills. Studies show that students who feel valued and supported by their teachers tend to show improvements in communication, collaboration, and empathy skills, all of which are important components of social skills (Pradesa et al., 2021).

Research by Jennings and Greenberg revealed that teachers who demonstrate strong personality competencies, such as patience, understanding, and supportive attitudes, contribute to a positive classroom climate (Jennings & Greenberg, 2009). This climate allows students to feel more comfortable in expressing themselves and interacting with peers. When teachers demonstrate a positive and empathetic attitude, students are likely to imitate this behavior, which in turn increases their ability to interact effectively in social contexts. Teachers who are able to demonstrate empathetic and inclusive leadership also encourage students to develop a sense of social responsibility and involvement in the community.

Apart from that, teachers with good personality competencies can help students overcome the various emotional and social challenges they face (Novita, 2022). Through positive interactions and consistent emotional support, teachers can help students develop skills to manage their emotions, increase self-confidence, and build healthy relationships with others (Fu & Satrianawati, 2022). These skills are not only important in academic contexts but also in students' daily lives, helping them to become more adaptive and resilient individuals.

Furthermore, teacher personality competence also plays a role in creating positive and productive classroom dynamics (Rakhmah et al., 2024). Teachers who can manage their own emotions well and demonstrate a professional attitude in every situation serve as strong role models for students (Siagian et al., 2022). Learners who see and experience how their teachers handle stress and conflict in constructive ways will be more likely to develop similar strategies in their own lives. Therefore, developing teacher personality competencies must be an integral part of training and professional development programs (Eliyanti et al., 2021).

Overall, the relationship between teachers' personality competencies and students' social skills is a very significant and mutually reinforcing one. By prioritizing the development of personality aspects in teacher training, the education system can be more effective in developing

students who not only excel academically but also have good social skills, which are important for their future success.

### **The Relationship between Teacher Social Competence and Student Morality**

Teachers' social competence, which includes the ability to communicate effectively, collaborate with various parties, and show empathy and sensitivity to social dynamics, has a significant impact on the development of students' morality. These competencies enable teachers to create an inclusive and respectful learning environment, where moral values can be instilled effectively (Garner & Legette, 2023). Socially competent teachers are able to model ethical behavior and integrity, which then becomes a model for students. This is in line with Bandura's social learning theory, which emphasizes that individuals learn through observing and imitating the behavior of other people who are considered models.

Research shows that teachers who have high social competence tend to be more successful in developing a classroom culture that values honesty, responsibility, and concern for others. In an environment like this, students feel more involved and responsible for their own actions, and are more sensitive to the moral consequences of those actions. For example, a study by Berkowitz and Bier found that effective character education, which is often facilitated by teachers with strong social competencies, contributes significantly to the development of students' morality (Berkowitz & Bier, 2004).

Socially competent teachers are able to handle conflict in a constructive and educational way, providing concrete examples of how to resolve problems in an ethical and fair manner (Rimm-Kaufman & Sandilos, 2011). They can also guide students in understanding and respecting the perspectives of others, which is an important element of mature morality. Daily interactions between teachers and students, when guided by ethical principles and empathy, form the foundation for students' moral development (Rimm-Kaufman & Sandilos, 2011).

Teachers' social competence also includes the ability to work together with parents and the community, reinforcing the moral messages taught in schools (Garner & Legette, 2023). This collaboration ensures that the moral values taught in the classroom are aligned with those taught at home and in society, creating a consistent environment for students' moral development (Jennings & Greenberg, 2009). Teachers who are able to establish positive relationships with parents and community members can garner broader support for moral education initiatives, strengthening the positive influence they have on students.

Thus it is known that the relationship between teacher social competence and student morality is mutually reinforcing and integral to the success of moral education. By developing teachers' social competence, the education system can ensure that important moral values are effectively instilled in students. This not only forms students who behave well in the school context but also prepares them to become responsible and ethical citizens in their future lives.

### **The Relationship between Teacher Professional Competence and Students' Critical Thinking Skills**

Teacher professional competence, which includes in-depth knowledge of the subject, effective teaching skills, and the ability to continuously update knowledge through professional development, is very important in developing students' critical thinking skills (Rustam & Priyanto, 2022). Teachers who have high professional competence are able to design and implement a challenging and relevant curriculum, which not only teaches facts but also encourages students to think analytically and critically. Research shows that teachers who continue to improve their

professional competence through continuous training and development tend to be more effective in stimulating critical thinking skills in students (Muhsin & Setiawan, 2023).

Professionally competent teachers are able to use various teaching strategies that activate student involvement in the learning process (Han, 2021). They create a classroom environment that encourages open discussion, in-depth analysis, and problem solving. For example, the use of project-based learning and problem-based learning methods has been proven effective in developing students' critical thinking skills (Han, 2021). Through this approach, students are exposed to real situations that require critical thinking and creative solutions, facilitating the development of skills relevant to real life.

Teachers' professional competence allows them to use educational technology and other resources effectively in the learning process (Rasdiana et al., 2024). Technology can be a powerful tool for developing critical thinking skills, through the use of simulations, educational games and interactive online learning platforms. Teachers skilled in technology can integrate these tools into their curriculum, providing students with opportunities to explore new ideas and test their hypotheses in a safe and controlled environment (Rofi'i et al., 2023).

Teachers with high professional competence are also able to evaluate learning effectively, using various assessment tools and techniques to measure and encourage the development of critical thinking skills (Fernández & Martínez, 2022). Regular formative assessments, such as class discussions, pop quizzes, and written reflections, allow teachers to monitor student progress and provide constructive feedback. This feedback helps learners to understand their own thought processes, identify areas that need improvement, and develop more effective strategies for solving problems (Fernández & Martínez, 2022).

The relationship between teacher professional competence and students' critical thinking skills is very significant. By developing their professional competencies, teachers can create a learning environment that not only teaches knowledge but also encourages the development of essential critical thinking skills. It prepares students to face the complex challenges of the future and become independent and innovative thinkers. Therefore, investing in teacher professional development is a key step to improving the quality of education and student learning outcomes.

## CONCLUSSION | خاتمة

This research confirms that teacher competence has a significant influence on the quality of students, both from academic and non-academic aspects. Teacher pedagogical competence, which includes knowledge, skills and teaching methods, plays an important role in improving students' academic achievement. In addition, teacher personality competencies, such as empathy and integrity, have been proven to contribute to the development of students' social skills. Teachers' social competence, which includes communication and collaboration skills, influences the development of students' morality, while teachers' professional competence, which involves in-depth knowledge and continuous professional development, encourages students' critical thinking skills.

These findings strengthen the existing literature and offer new insights by extending the analysis to the affective and psychomotor aspects of teacher competence. However, the methodological limitations of this study, such as the use of desk research and a correlational approach, underscore the need for further verification through direct empirical studies. Recommendations for future research include the use of empirical methods such as case studies



or surveys, as well as the exploration of additional variables such as school environmental factors and parental support.

The implications of this research are very important for the development of educational policy, especially in designing training and professional development programs for teachers. Improving teacher competency holistically can significantly improve the quality of education, producing students who not only excel academically but are also ready to face future challenges with strong social skills, morality and critical thinking. Efforts to increase teacher competency must be prioritized in education policies to achieve better and more sustainable educational outcomes.

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