

Efforts to Improve Teachers' Competence in the Use of Learning Models

Iis Haerunisa¹, Suhanda²

Institut Al Maarif, Way Kanan, Lampung, Indonesia ^{(1), (2)}

DOI: <https://doi.org/10.62872/wcptwc25>

Abstract

Teachers' competence in selecting and implementing appropriate learning models is essential to improve the quality of classroom instruction. However, preliminary observations at SMP Negeri 4 Baradatu indicated that teachers' ability to apply learning models was not yet optimal and learning practices tended to remain teacher-centered. This study aimed to improve teachers' competence in the use of learning models through training activities within a School Action Research framework. This research employed a two-cycle School Action Research design involving 20 teachers. Each cycle consisted of planning, action, observation, and reflection stages. Data were collected using a questionnaire based on competency indicators, including understanding learning model concepts, selecting appropriate models, explaining syntax, adjusting time allocation, determining media and learning resources, and aligning assessment strategies. Data were analyzed using descriptive quantitative techniques by calculating percentage scores for each indicator and overall averages. The results showed that teachers' average competence increased from 72% in Cycle I (sufficient category) to 81% in Cycle II (good category). Significant improvements were observed particularly in explaining model syntax and selecting models appropriate to teaching materials. The findings indicate that reflective practice within the action research cycle contributed to continuous professional improvement. In conclusion, training integrated with School Action Research effectively enhanced teachers' competence in implementing learning models and promoted sustainable professional development.

Keywords: *Teacher competence; Learning models; Professional development; School Action Research; Reflective practice*

Copyright (c) 2024 Iis Haerunisa, Silvia Irmayani, Suhanda.

□ Corresponding author :

Email Address : dazziza@ymail.com

Received January 10, 2026, Accepted February 20, 2026, Published February 27, 2026

Introduction

The world of education is developing more rapidly and more complex, the educational problems faced are not challenges that are left alone, but require constructive thinking in order to achieve the quality of good educational goals. The problem in question includes the ability (competence) of teachers to teach because teachers as people who are in direct contact with students should have good abilities in the implementation of the learning process. Teachers must master four main competencies, namely pedagogic, personality, social, and professional (Musfah, 2012). These four competencies are integrated in teacher performance.

¹ Staff Pengajar

² Mahasiswa



Creative Commons Attribution-ShareAlike 4.0 International License:

<https://creativecommons.org/licenses/by-sa/4.0/>

A teacher must have a personality, master the subject matter and teaching methods as his or her competence. Without this, teachers will fail in carrying out their duties as an educator. Because teaching competence must be possessed by a teacher in managing learning activities. Teachers play an important role in realizing educational goals. This is because teachers are the spearhead of teaching activities in schools that directly deal with students, so without the role of teachers, learning activities cannot run well.

A teacher must have skills and expertise about teacher training. Ability and proficiency are the basic capital for a teacher in carrying out his duties. Teaching is organizing student activities in a broad sense. The role of teachers is not only to provide information, but also to direct and provide learning facilities so that the learning process is more adequate. Teachers who have teaching skills will be able to create an effective, efficient, and fun learning environment and will be better able to manage their classrooms so that student learning outcomes are at an optimal level. Ability (competence) in the learning interaction process can be an extrinsic motivation tool, in order to provide encouragement from outside the student.

Based on initial observations at SMP Negeri 4 Baradatu, it is known that teachers have prepared learning planning and the implementation of the learning process, but it has not been optimal in its management. Teachers do not actively involve students in the learning process so that learning is still teacher-centered. Observing this, there needs to be changes and renewal, innovations or movements to change the *mindset* towards achieving educational goals to optimize student potential. The teacher's efforts in regulating and empowering various learning variables are an important part of the success of students in achieving their planned goals. Teachers must understand various learning models and apply them in the learning process. A learning model is a planning or a pattern that is used as a guideline in planning learning in the classroom. The learning model refers to the learning approach to be used, including teaching objectives, stages in learning activities, learning environment, and classroom management (Trianto, 2010).

The selection of learning models includes a broad and comprehensive learning model approach, so that teachers are expected to be able to choose a learning model that is in accordance with the material being taught. Learning models can be classified based on their learning objectives, syntax (sequence patterns) and the nature of the learning environment. The syntax (sequence pattern) of a learning model is a pattern that describes the sequence of the overall stages that are generally accompanied by a series of learning activities. The syntax (sequence pattern) of a particular learning model clearly shows what activities should be carried out by the teacher or student. The syntax (sequence pattern) of various learning models has the same components. Each learning model requires a slightly different management system and learning environment. For example, the cooperative learning model requires a flexible learning environment such as easily moving desks and chairs. In the discussion learning model, students sit on benches arranged in a circle or like horseshoes. Meanwhile, the direct learning model of students sits face-to-face with the teacher.

The diversity of learning models is an effort to provide various alternatives in the learning strategies to be delivered in order to be in harmony with the level of cognitive, affective, and psychomotor development of students in junior high school. Training is a process by which people achieve certain abilities to help achieve organizational goals (Mathis, 2002). This process is tied to various organizational goals, training can be viewed in a narrow or broad way. On a limited basis, training provides employees with specific and knowable knowledge and skills that are used in their current jobs. Ivancevich (2008), put forward a number of important points which are outlined below: Training is "a systematic process to change the work behavior of an individual/group of employees in an effort to improve organizational performance". Training is related to the skills and abilities required for the job currently undertaken. Training is oriented to the present and helps employees to master specific skills and abilities (competencies) to succeed in their jobs.

According to Siagian (2008), the definition of training is the teaching and learning process using certain techniques and methods, conceptually it can be said that training is intended to improve the skills and ability of a person or a group of people. Usually, those who have worked in an organization whose efficiency, effectiveness and productivity work are felt to need to be improved in a directed and pragmatic manner. Based on the description above, the researcher wants to help teachers in schools to improve their ability to use the Learning model through training activities.

In the perspective of modern teacher professional development, training is no longer understood as a one-way activity that is incidental, but as part of *teacher professional development* that is reflective,

collaborative, and based on real practice in schools. Effective professional development emphasizes collaboration between teachers, active learning, coaching, feedback, and structured reflection on learning practices (Adhikari & Budhathoki, 2025; Qaisra & Haider, 2023; Singh, 2025). Various forms of professional development such as in-service training, professional learning communities, mentoring, and school-based action research have been proven to be able to improve instructional quality and encourage changes in teaching strategies in a sustainable manner (Kumar, 2023; Kshetree & Jyoti, 2025; Delleague et al., 2025; Martínez, 2021). Therefore, the training in this study is positioned as part of school-based professional development that aims to encourage systematic change in learning practices.

Methodology

This study uses the School Action Research approach which aims to improve teachers' ability to use learning models through training activities. The research was carried out at SMP Negeri 4 Baradatu in February 2025 by involving all teachers as research subjects totaling 20 people. The research design follows an action cycle model consisting of planning, action implementation, observation, and reflection, which is carried out in two cycles. The first cycle is focused on providing training on the concepts, types, and steps of learning models and simulations of their application. The second cycle was carried out based on the results of the first cycle of reflection with emphasis on deepening understanding, learning video analysis, reflective discussions, and redrafting the Learning Implementation Plan (RPP) that integrates the learning model more systematically.

The data collection technique was carried out through a questionnaire to evaluate teachers' abilities and understanding of the use of the learning model given at the end of each cycle. The research instrument was prepared based on the competency indicators for the use of learning models which included understanding concepts, selecting models that are suitable for the material, the ability to explain syntax, adjusting time allocation, selecting learning media and resources, and determining learning outcome assessments. The data was analyzed in a quantitative descriptive manner by calculating the percentage of score achievement of each indicator and the overall average to determine the category of teachers' abilities in each cycle. The results of the analysis were compared between cycles to identify capability improvements as indicators of action success.

Results and Discussion

This research was carried out in two cycles with the implementation of cycle I on Monday, February 17, 2025 and Cycle II was carried out on Monday, February 24, 2025. The description of the implementation of activities in each cycle is as follows.

Table 1. Recapitulation of Improving Teachers' Ability in the Use of Learning Models

No	Teacher Ability Indicators	Cycle I (%)	Cycle II (%)	Increase (%)
1	Understand the concept of learning models	75	75	0
2	Determining the learning model to be used	75	75	0
3	Choose a model that enables students	63	81	18
4	Mention the types of learning models	75	75	0
5	Explain the steps (syntax) of the model	56	88	32
6	Determining the model according to the teaching material	63	81	18
7	Adjust time allocation with a model	63	75	12
8	Define media according to the model	100	100	0

DOI:

9	Determine learning activities according to the model	75	81	6
10	Define the assessment according to the model	81	81	0
11	Defining learning resources	63	81	18
Overall average		72%	81%	9%

Cycle I

a. Preparation

The preparation stage begins with preparing an activity plan and target time for training preparation. Furthermore, socialization is carried out by conveying the purpose and objectives and asking for permission to organize training activities to the principal. Activity plans are also socialized to peers through breafing socialization of training by considering and receiving suggestions from both principals and peers. The next activity is to identify the teacher's ability to use the learning model by distributing questionnaires to measure the teacher's initial knowledge about the learning model that is often used in the classroom during the learning process. The next stage is to make monitoring and evaluation instruments, as well as prepare speakers for training activities.

b. Implementation

Cycle I was held on Monday, February 17, 2025 with a total of 20 participants consisting of all teachers of SMP Negeri 4 Baradatu. The activity started at 09.00 WIB. and carried out in the science laboratory room. The training was guided by the committee by providing facilities for the presenters to deliver material on the use of learning models. Participants participated in the training by listening to the speaker's explanations, conducting questions and answers, and discussions about the meaning and types of learning models as well as conducting simulations about learning models to activate students and train critical thinking skills. The activity ended at 16.00 WIB.

c. Monitoring and Evaluation

Monitoring and evaluation are carried out on ability and understanding teachers about the learning model with the distribution of questionnaires. The results of monitoring and evaluation in cycle 1 showed that teachers knew the concept of the learning model with a score of 75%; Teachers are able to determine the model to be used in learning with a score of 75%; The teacher chose a model that could enable students to learn with a score of 63%; Teachers were able to mention the types of learning models that scored 75%; Teachers were able to explain the steps of the learning model with a score of 56%; Teachers were able to determine the model that was in accordance with the teaching material with a score of 63%; Teachers were able to adjust the time allocation to the model used with a score of 63%; Teachers are able to determine the media according to the learning model with a score of 100%; Teachers are able to determine learning activities according to the model with a score of 75%; Teachers are able to determine the differentiation of learning outcomes according to the model used with a score of 81% and teachers are able to determine learning resources with a score of 63%. The average results of the evaluation of teachers' abilities in ability and understanding of the use of learning models in cycle 1 training received a score of 72% or included in the sufficient category.

d. Reflection

Monitoring and evaluation of the assessment of teachers' ability to understand the learning model shows that several indicators are good but there are still indicators that need to be improved. Aspects that are good include the following indicators: teachers know the concept of learning models, teachers are able to determine the models to be used in learning, teachers are able to name the types of learning models, teachers are able to determine media according to the learning model, teachers are able to determine learning activities according to the model, teachers are able to determine the assessment of learning outcomes according to the model used. Meanwhile, the aspects that must be improved are that teachers choose models that can activate students in learning, teachers are able to explain the steps of the learning model, teachers are able to determine models that are in accordance with the teaching

materials, teachers are able to adjust time allocation to the model used and teachers are able to determine learning resources.

Second Cycle

a. Preparation

Cycle 2 will be held on Monday, February 24, 2025, starting at 08.00 WIB and ending at 16.00 WIB. Based on the reflection of cycle 1, the things that need to be improved are the aspect of exploration, the activeness of teachers in creating and making alternative problem solving that is still in the category of sufficient.

b. Implementation

The activity began with filling out the participant attendance list, followed by training. The trainees were shown video shows of several learning models. The video screening is intended to strengthen participants' understanding of the steps of each learning model in learning activities. The next step is to have a discussion about the video show and things that are not understood and become difficult for the participants. The next activity participants did the independent task of recompiling the lesson plan that implemented the learning model, as an improvement on the lesson plan made in cycle 1.

c. Monitoring and Evaluation

Monitoring and evaluation of mentoring activities are carried out to find out the extent of the implementation of the activity, and the improvement and achievement of goals. The results of monitoring and evaluation of teachers' abilities and understanding in the use of learning models in cycle 2 showed that teachers knew the concept of learning models with a score of 75%; Teachers are able to determine the model to be used in learning with a score of 75%; The teacher chose a model that could enable students to learn with a score of 81%; Teachers were able to mention the types of learning models that scored 75%; Teachers were able to explain the steps of the learning model with a score of 88%; Teachers were able to determine the model that was in accordance with the teaching material with a score of 81%; Teachers were able to adjust the time allocation to the model used with a score of 75%; Teachers are able to determine the media according to the learning model with a score of 100%; Teachers are able to determine learning activities according to the model with a score of 81%; Teachers are able to determine the assessment of learning outcomes according to the model used with a score of 81% and teachers are able to determine learning resources with a score of 81%. The average results of the evaluation of teachers' abilities in ability and understanding of the use of the 2nd cycle learning model received a score of 81% or included in the good category.

d. Reflection

The results of monitoring and evaluation of cycle 2 show that almost all indicators have improved. The results of the discussion concluded that the follow-up in overcoming the weaknesses of cycle 2 will be improved in the implementation of daily tasks as teachers in the learning process. The assessment of teachers' ability to understand the learning model carried out through questionnaires showed an increase with an average score of 81%.

Based on the monitoring and evaluation of the implementation of cycle 2 training activities, it can be concluded that the teacher's ability to implement the learning model has increased. In general, the results of cycle 2 training activities are in the good category. Thus, overall the achievement of training objectives in cycles 1 and 2 with indicators of improving teachers' ability to understand learning models has been achieved.

Thus, overall the achievement of training objectives in cycles 1 and 2 with indicators of improving teachers' ability to understand learning models has been achieved. The improvement of teachers' abilities from cycle I to cycle II shows that reflective practices in School Action Research play an important role in the process of improving learning. The plan-act-observe-reflect cycle model allows teachers to identify weaknesses at an early stage, then make improvements in the next cycle (Camović & Bećirović-Karabegović, 2025; Crawford, 2022; Kydyrbekova et al., 2025). This approach not only improves teachers' conceptual understanding, but also results in transformational learning, where teachers are aware of old practices that are less effective and switch to strategies that are more relevant to students' needs (Martínez, 2021; Tian, 2025; Singh, 2025). Thus, the increase in score from 72% to 81% is not

just an increase in numbers, but reflects the occurrence of a reflective and continuous professional learning process in the school environment.

Conclusion

Based on the results of the research and discussion, the following conclusions were obtained:

1. The results of the study showed that teachers' ability to use the learning model increased from 71% in cycle 1 to 81% in cycle 2
2. Teachers already have the ability to use the learning model, but in its implementation there needs to be guidance
3. It is recommended to teachers to use interesting learning models so that students are more motivated to follow the learning well.

Acknowledgements

The authors would like to express their sincere gratitude to the Principal and all teachers of SMP Negeri 4 Baradatu for their active participation, cooperation, and support throughout the implementation of this School Action Research. Appreciation is also extended to colleagues who contributed ideas, feedback, and assistance during the planning, implementation, and evaluation stages of the training activities. Their collaborative spirit and commitment to improving instructional practices made this study possible and contributed significantly to the successful improvement of teachers' competence in the use of learning models..

References

- Adhikari, N., & Budhathoki, J. (2025). Analyzing the elements of effective professional development in teacher education. *The Academia*. <https://doi.org/10.3126/ta.v5i1.77135>
- Cabeltis, R., & Espinosa, D. (2025). From reflection to action: A mixed-method investigation on the reflective practices of elementary teachers. *International Journal of Multidisciplinary Educational Research and Innovation*. <https://doi.org/10.64637/632400>
- Camović, D., & Bećirović-Karabegović, J. (2025). The application of action research in kindergarten: Analysis of the professional development model of preschool educators for the Reggio-inspired educational practice. *European Journal of Educational Research*. <https://doi.org/10.12973/eu-er.14.1.335>
- Crawford, R. (2022). Action research as evidence-based practice: Enhancing explicit teaching and learning through critical reflection and collegial peer observation. *Australian Journal of Teacher Education*. <https://doi.org/10.14221/1835-517x.6065>
- Dellegue, C., Montargo, A., & Galigao, R. (2025). Exploring the impact of professional development on teacher's instructional practices and student achievement outcomes. *Pantao (International Journal of the Humanities and Social Sciences)*. <https://doi.org/10.69651/pjihss040272>
- Elsayary, A., Karaki, S., & Ahmed, R. (2025). Exploring reflective practices in blended learning: A deep dive into educators' in-action and on-action perspectives in interdisciplinary courses. *Journal of Information Technology Education: Research*, 24, 19. <https://doi.org/10.28945/5553>
- Faisal, F., Sembiring, M., Lova, S., Ladin, C., & Mariana, N. (2025). Self-reflection model based on fact, feeling, finding, future, framework to produce reflective teachers in elementary schools. *JTP – Jurnal Teknologi Pendidikan*. <https://doi.org/10.21009/jtp.v27i1.54161>
- Ivancevich, J. M., et al. (2008). *Perilaku dan manajemen organisasi*. Erlangga.
- Kshetree, A., & Jyoti, R. (2025). In-service teacher training for professional development: Voices from secondary level English teachers. *BMC Research Journal*. <https://doi.org/10.3126/bmcrj.v4i1.80102>
- Kumar, K. (2023). Teacher training and professional development in special education: Assessing the impact of professional development programs on teacher effectiveness and student outcomes. *Global International Research Thoughts*. <https://doi.org/10.36676/girt.2023-v11i1-010>
- Kydyrbekova, A., Rakhmetova, R., & Nuralinova, G. (2025). Developing writing skills in Kazakh language teaching: Insights from action research practices. *Вестник. Серия Филологические науки КазНПУ имени Абая*. <https://doi.org/10.51889/2959-5657.2025.92.2.011>
- Martínez, J. (2021). Action research and collaborative reflective practice in English language teaching. *Reflective Practice*, 23, 88–102. <https://doi.org/10.1080/14623943.2021.1982688>

- Mathis, R. L., & Jackson, J. H. (2005). *Manajemen sumber daya manusia* (Vol. 2). Salemba Empat.
- Musfah, J. (2012). *Peningkatan kompetensi guru*. Kencana Prenada Media Group.
- Pandey, S., Krishnan, P., Karki, T., & Geetha, K. (2025). Reflective practice strategies of English language teachers in education. *Journal of Vishwa Adarsha College*. <https://doi.org/10.3126/jovac.v2i1.83880>
- Qaisra, R., & Haider, S. (2023). The influence of in-service teachers training programs on the professional development of school teachers. *Pakistan Journal of Humanities and Social Sciences*. <https://doi.org/10.52131/pjhss.2023.1101.0368>
- Siagian, S. P. (2008). *Manajemen sumber daya manusia*. PT. Bumi Aksara.
- Singh, V. (2025). Teacher's professional development and its impact on student performance. *Gurukul International Multidisciplinary Research Journal*. <https://doi.org/10.69758/gimrj/2503i01s01v13p0005>
- T, K. (2025). Assessing the impact of professional development on teacher performance. *Research Invention Journal of Research in Education*. <https://doi.org/10.59298/rijre/2025/516773>
- Tian, X. (2025). A study on teacher professional growth and teaching improvement strategies based on reflective practice. *International Journal of Education and Social Development*. <https://doi.org/10.54097/t7zxm47>
- Trianto. (2010). *Mengembangkan model pembelajaran tematik*. PT Prestasi Pustaka.
- Xujamuratovna, R. (2025). Research-based approaches to teaching inclusive education for pre-service pedagogy teachers. *International Journal of Pedagogics*. <https://doi.org/10.37547/ijp/volume05issue08-54>