



The Role of Teachers in Improving Quality of Education and Developing Competencies of Primary School Students at Muslim Suksa School Thailand

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ABSTRACT

This research aims to investigate the role of teachers in improving the quality of education and developing the competencies of elementary school students (prathom) at Suksa Muslim School, Thailand. Good quality education and developing student competencies are key elements in creating an educated and developed society. This research was carried out from January to February 2023 at Muslim Suksa School, Thailand. This research uses qualitative methods by collecting data through observation, interviews and document analysis. Teachers at these schools are the subjects of research to understand the practices and strategies they apply to improve student quality and competency. The results of this research reveal that the teacher's role is very important in creating a conducive learning environment, motivating students, and facilitating effective learning. Teachers at Muslim Suka School, Thailand apply a variety of creative and diverse learning strategies, integrate values into lessons, and focus on students' comprehensive development. The findings of this research provide insight into best practices in primary education in schools based in Thailand. The implication of this research is that the role of teachers in developing student competencies is very important and can contribute to better quality education.

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INTRODUCTION

Education is a definite step in the development of human civilization, starting from tens or even hundreds of years before Christ until now and in the future. The importance of education for human life is very clearly visible in the value generated by education in all aspects of human life such as social, economic, political and cultural (Ilham, 2021a; Riowati & Yoenanto, 2022a; Sulastr¹ et al., 2020a). Education is an important factor in the development of a country, because education can make a big contribution to improving the quality of human resources. One of the important levels of education is basic

education, namely education received by students from first to sixth grade. In basic education, the role of teachers is very important in improving the quality of education and developing student competencies (Kunter et al., 2013; Mincu, 2015; Syukkur & Fauzan, 2021).

However, at Muslim Suksa School, Thailand, there are still several problems in the role of teachers in improving the quality of education and developing student competencies. Therefore, it is necessary to conduct research to determine the role of teachers in improving the quality of education and developing student competencies at Muslim Suksa School, Thailand. The quality of education is a concern for the Indonesian government. This shows the previous role of the Ministry of Education and Culture in expanding and improving the quality of education in Indonesia. Quality of education itself is the state, condition, appearance or performance demonstrated by each component of an educational unit in achieving certain goals, interacting with the environment and satisfying students/users/society. Teaching quality can be measured by accreditation. Accreditation refers to evaluating the validity of an educational program or unit based on specified criteria. Accreditation as a reference for educational quality is regulated in Chapter II Article 2 Paragraph 2 PP No. 19 of 2005 concerning National Education Standards for the Government of the Republic of Indonesia Competency is a combination of knowledge, skills, values and attitudes which are reflected in habits of thought and action (Ilham, 2021b; Riowati & Yoenanto, 2022b; Sulastris et al., 2020b; Syukkur & Fauzan, 2021). Therefore, it can be interpreted that student competence is the management of knowledge, skills, values and attitudes, which are reflected in students' habits of thinking and acting. The skills that students must master are basic competencies, general competencies, technical or functional competencies, and professional competencies. A student's competency can be measured by cognitive, affective and psychomotor indicators (Ilham, 2021b) or in other words knowledge, skills and attitudes (Riowati & Yoenanto, 2022b). Many factors influence a student's competency. This research only examines one factor, namely the effectiveness of competency training. This is based on the view that students' skills can be improved with competency-based education or competency-based education.

RESEARCH METHOD

This research approach uses a qualitative approach. The research design used is a case study. According to Sugiyono, qualitative research is research that is based on the philosophy of positivism, used to research the conditions of natural objects, namely the researcher is the key instrument, and the results of

qualitative research emphasize relevance rather than generalization (Sugiyono, 2013; Syahrums, 2015), a case study is an effort to collect data, then organize and analyze data from certain cases, dealing with problems that are of concern to researchers, so that the data can be compared with each other holistically and contextually. . Thus, it can be understood that the qualitative approach in designing case studies is the study of cases or problems in the conditions of natural objects that attract attention to be studied.

RESULTS AND DISCUSSION

This research approach uses a qualitative approach. The research design used is a case study. According to Sugiyono, qualitative research is research that is based on the philosophy of positivism, used to research the conditions of natural objects, namely the researcher is the key instrument, and the results of qualitative research emphasize relevance rather than generalization a case study is an effort to collect data, then organize and analyze data from certain cases, dealing with problems of concern to researchers, so that the data can be compared with each other holistically and contextually. Thus, it can be understood that the qualitative approach in designing case studies is the study of cases or problems in the conditions of natural objects that attract attention to be studied. After conducting research at Suksa Muslim School, Thailand using observation, interview and documentation data collection methods, the results of the researcher's findings can be presented.

The role of teachers in improving the quality of education and developing the competencies of elementary school students (prathom) at Muslim Suksa School, Thailand Muslim Suksa School, Thailand is an educational institution that is under the auspices of Ibn Auf, namely that in the learning process there is a lot of religious material inserted from the Al-Qur'an and Hadith, 1) Elementary school teachers (prathom) at Muslim Suksa School, Thailand have an active role in designing and implementing a curriculum that suits students' needs, including Islamic values. 2) Teachers act as effective learning facilitators by adopting diverse approaches and utilizing educational technology. 3) Interaction between teachers and students is supported by a positive and inclusive learning environment, creating a conducive atmosphere for optimal learning. 4) Teachers act as role models and help develop students' social and moral aspects, aligning them with the Islamic values taught at school. Thus, the results of this research confirm that the role of elementary school teachers at Muslim Suksa School, Thailand has a positive impact in improving the quality of education and developing student competencies holistically. These findings

can be a basis for continuing to optimize the role of teachers and improving the quality of education in these schools.

Supporting factors and inhibiting factors for the role of teachers in improving the quality of education and developing the competencies of elementary school students (prathom) at Muslim Suksa School, Thailand

Supporting factors for the Teacher's Role in Improving the Quality of Education and Competency Development of Primary School Students (Prathom) at Muslim Suksa School, Thailand can include:

- 1) School management support: Support teachers with resources, training, and policies that support effective learning.
- 2) Parental involvement: Close collaboration between teachers and parents can improve the quality of education and student development.
- 3) Relevant curriculum: Ensure the curriculum is appropriate to student needs and includes important Islamic values.
- 4) Use of technology: Utilizing educational technology to enrich learning and improve student skills.
- 5) Positive learning environment: Creating an atmosphere that is conducive to learning and development for students.

Meanwhile, inhibiting factors in the Teacher's Role in Improving the Quality of Education and Competency Development of Primary School Students (Prathom) at Muslim Suksa School, Thailand can include:

- 1) Heavy workload: Teachers who have too many administrative tasks or face classes that are too large can reduce their focus on teaching.
- 2) Language and cultural challenges : Teachers need to understand and overcome language and cultural differences to effectively communicate with students.
- 3) Heavy curriculum demands: a dense curriculum can make it difficult for teachers to provide an individual approach to each student.
- 4) Technological limitations: this can affect the use of modern educational resources.

Through an in-depth understanding of the supporting and inhibiting factors, schools and readers can take appropriate steps to increase the role of teachers in improving the quality and competency development of elementary school students (prathom) at Suksa Muslim School, Thailand.

After the data has been presented and produced findings, the next step is to examine the nature and meaning of the research findings. The findings of the role of teachers in improving the quality of education and development of elementary schools (prathom) at Muslim Suksa School, Thailand with 4 research focuses, include:

1. The Role of Teachers in Improving the Quality of Education and Competency Development of Primary School Students (Prathom) at Muslim Suksa School, Thailand Teachers are responsible for designing appropriate curricula, providing effective teaching, and creating a positive learning environment. By supporting and inspiring students, teachers can help them reach their best potential and assist in students' academic, social,

and emotional development. 2. Supporting Factors and Inhibiting Factors for the Role of Teachers in Improving the Quality of Education and Competency Development of Primary School Students (Prathom) at Muslim Suksa School, Thailand Supporting factors for the Teacher's Role in Improving the Quality of Education and Competency Development of Primary School Students (Prathom) at Muslim Suksa School, Thailand can include: 1) School management support: Support teachers with resources, training, and policies that support effective learning. 2) Parental involvement: Close collaboration between teachers and parents can improve the quality of education and student development. 3) Relevant curriculum: Ensure the curriculum is appropriate to student needs and includes important Islamic values. 4) Use of technology: Utilizing educational technology to enrich learning and improve student skills. 5) Positive learning environment: Creating an atmosphere that is conducive to learning and development for students. Meanwhile, inhibiting factors in the Teacher's Role in Improving the Quality of Education and Competency Development of Primary School Students (Prathom) at Muslim Suksa School, Thailand can include: 1) Heavy workload: Teachers who have too many administrative tasks or face classes that are too large can reduce their focus on teaching. 2) Language and cultural challenges: Teachers need to understand and overcome language and cultural differences to effectively communicate with students. 3) Heavy curriculum demands: a dense curriculum can make it difficult for teachers to provide an individual approach to each student. 4) Technological limitations: this can affect the use of modern educational resources. It is important for schools and communities to overcome these obstacles and provide appropriate support to teachers so that they can play a key role in improving the quality and development of student competencies.

Discussion

The article begins by outlining the research approach, which is qualitative, and the research design employed, which is a case study. The qualitative approach is associated with the philosophy of positivism and focuses on understanding natural objects' conditions. The case study design involves collecting, organizing, and analyzing data from specific cases to provide a holistic and contextual comparison. Following the research design explanation, the article discusses the research conducted at Suksa Muslim School, Thailand. The data collection methods involved observation, interviews, and documentation. The research findings emphasize the active role of elementary school teachers in designing and implementing a curriculum aligned with students' needs, including Islamic values (Cebrián et al., 2020).

The article highlights four key roles of elementary school teachers at Muslim Suksa School in improving education quality and developing students' competencies. These roles include curriculum design, acting as effective learning facilitators using diverse approaches and technology, fostering positive teacher-student interactions, and serving as role models to develop students' social and moral aspects aligned with Islamic values. The article discusses factors that support and inhibit the roles of teachers in improving education quality. Supporting factors include school management support, parental involvement, a relevant curriculum, use of technology, and a positive learning environment. Inhibiting factors encompass heavy workload, language and cultural challenges, heavy curriculum demands, and technological limitations. The identification of these factors is crucial for schools and communities to address and provide necessary support to enhance teachers' contributions (Wu et al., 2022).

The article concludes by emphasizing the importance of examining the nature and meaning of research findings. It reiterates the roles of teachers and the supporting and inhibiting factors. The emphasis is placed on overcoming obstacles and providing appropriate support to teachers for them to play a pivotal role in improving education quality and developing student competencies. While the article provides insights into the roles and challenges faced by teachers at Muslim Suksa School, it would be beneficial to include specific recommendations or implications for the school and other educational institutions based on the research findings. This could enhance the practical applicability of the study's outcomes. In summary, the article presents a comprehensive overview of the research approach, findings, and implications regarding the roles of elementary school teachers in improving education quality at Muslim Suksa School in Thailand. The inclusion of supporting and inhibiting factors adds depth to the understanding of the challenges and opportunities faced by teachers in fulfilling their roles (De-Juanas Oliva et al., 2016; Riowati & Yoenanto, 2022).

CONCLUSION

Based on the discussion of research findings regarding "The Role of Teachers in Improving the Quality of Education and Competency Development of Primary School Students (Prathom) at Muslim Suksa School, Thailand" it can be understood that:

- 1) The role of teachers is very important in improving the quality and developing the competencies of elementary school students at Suksa Muslim School, Thailand. Teachers act as effective learning facilitators,

creating a positive learning environment, and supporting students' academic, social, and emotional development.

- 2) Elementary school teachers at Muslim Suksa School, Thailand are active in designing a curriculum that is relevant to Islamic values, creating communication with parents, and using technology to enrich learning.
- 3) Supporting factors in the teacher's role include school management support, parental involvement, relevant curriculum use of technology, and a positive learning environment
- 4) Inhibiting factors in the teacher's role include heavy workloads, language and cultural challenges, as well as technological limitations

By understanding the important role of teachers and the supporting and inhibiting factors, Muslim Suksa School, Thailand can take strategic steps to further improve the quality of education and develop student competencies. Collaborative efforts between teachers, school management, parents and the community will help create an optimal learning environment and support students' holistic growth in Islamic values and academic achievement.

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