

## **CHAPTER IV**

### **CONCLUSIONS AND SUGGESTIONS**

This chapter presents the conclusion and suggestion related to the research. The conclusion contains the results of research related to research questions 1 and 2 in this research. While the suggestions discuss the author's expectations regarding the development of the teaching profession.

#### **4.1 Conclusions**

Based on the description of the analysis above, the researcher concludes that the efforts of teachers at SMAN 1 Losari Brebes in developing the quality of their profession are categorized as good. These efforts include increasing pedagogic, personal, professional, and social competencies. The results of this research were found as follows:

Firstly, the pedagogic competence of teachers is related to skills in managing learning. The results of research on teacher efforts in developing pedagogic competence have been carried out in several ways. These findings include: 1) understanding the characteristics of students by looking at the daily lives of students when the learning process takes place, 2) provide varied and creative learning such as choosing methods, approaches, techniques, ensures students' understanding and motivates students. 3) developing a curriculum by determining objectives, materials, methods, media and learning evaluation, 4) make preparations before carrying out the learning process and involve 4C skills into learning, 5) involve 4C skills to develop student potential, 6) approach students such as asking about difficulties in learning, discussing and providing motivation, 7) conduct assessment and evaluation by giving questions or assignments to students.

Secondly, increasing personal competence in developing the personal quality of teachers. The researcher found that the strategy to increase personal competence was carried out by behaving according to the conditions that occurred. This attitude is carried out by the teacher to provide a good example to students. In addition, the approach is also carried out by motivating and paying attention, especially when problems occur. Thus, the researcher realizes that an educator is not only tasked with transferring knowledge, but speech acts must also be considered.

Thirdly, professional competence that focuses on the teacher's ability to master the learning material. The researcher found that developing the professional competence of teachers was carried out by covering several efforts, including: 1) understanding the lesson plans, materials, and preparing methods that make it easier for students to understand the material, 2) ensuring the suitability of the material with competency standards and basic competencies, referring to the lesson plans, syllabus and teacher and student handbooks, 3) material development is carried out by utilizing technology, collaborating material with various sources and guided by lesson plans, syllabus and teacher handbooks, 4) T1 develops professionalism independently, while T2 through special teacher trainings, 5) utilization of technology such as viva video, WhatsApp, zoom. Regarding these efforts, the teachers at the school can be said to have carried out the learning design quite well.

Fourthly, developing the social competence of teachers is done by providing a comfortable space for students, using good and easy-to-understand language, and having good interactions with other people. This effort is made because this competency directs the teacher to be kind to others. Therefore, the researcher concludes that teachers have tried to provide a positive situation for students and others.

Furthermore, the results of this research are how to apply 4C skills into learning. These skills include creativity, critical thinking, collaboration, and communication (Amaliah, 2020, p. 3). Based on the analysis in this study, the application of 4C skills into learning gets full support from the English teacher at SMAN 1 Losari Brebes. The application of 4C skills into learning is carried out using various strategies which include: providing challenges for students to explore, using technology, providing problems, team work, and training students in interacting. Thus, learning has been based on 21st century skills.

Based on the conclusion, the teachers at SMAN 1 Losari have tried to create quality learning. These four competencies are the basis for becoming a professional teacher. Therefore, the teacher does not only master one of them, but the four competencies must be owned by educators. The implementation of learning by applying 4C skills has also been carried out to prepare students to adapt and as a provision for the future.

#### **4.2 Suggestions**

Based on the conclusions above, the following researchers describe some suggestions that are expected to be useful in developing teacher professionalism.

- 1) The teacher should prepare the material in an interesting way to make it easier for students to understand the lesson. Submission of material must pay attention to the absorption of students and know the difficulties faced by students.
- 2) Teachers should apply ice breaking in the learning process. Variations in learning methods can attract students' attention in learning.
- 3) Teachers should develop their competence by participating in training, seminars, and learning that can help teachers develop their competencies.

- 4) Teacher competency development should be carried out continuously so that learning is in accordance with the needs of the times.
- 5) There needs to be cooperation between teachers and students in achieving learning objectives.
- 6) All teachers are expected to help students have 21st century skills.
- 7) The use of technology needs to be implemented more deeply into the learning process.

