

Evaluation of PAK Teachers' Competence and Professionalism in Improving the Quality of Students at Sihombu Public Elementary School 203

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Article Info	ABSTRACT
Keywords: Teacher Competence, Teacher Professionalism, Christian Religious Education, Student Quality, Learning Evaluation	This study aims to evaluate the competence and professionalism of Christian Religious Education (CRE) teachers at SD Negeri 203 Sihombu and their contribution to improving student quality. The study uses a qualitative descriptive approach with data collection techniques through in-depth interviews, observation, and documentation, while data analysis follows the Miles and Huberman model. The results show that the competence of CAR teachers, which includes pedagogical, professional, social, and personality aspects, has a significant effect on students' understanding of the material, motivation to learn, and application of moral values. Observations show that teachers with high competence are able to create effective learning, while teachers with low competence need to develop their methods. Students' perceptions confirm the success of teachers in instilling moral values, although there is still room for improvement in the use of learning media. Teacher documentation was mostly complete and met standards, indicating readiness in learning planning and evaluation. Data validity was ensured through triangulation and member checks. The research findings emphasize the importance of regular training, media innovation, and periodic monitoring as strategies for improving teacher competency, so that the quality of PAK learning can be optimized in shaping students who are faithful, have good character, and are of high quality.
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INTRODUCTION

Education is one of the main pillars of national development. Through education, the younger generation is prepared to face the increasingly complex and dynamic challenges of life (Budiwibowo, 2016). One important aspect of basic education is character building and strengthening the spiritual values of students (Cahyanto et al., 2022). In Indonesia, this cannot be separated from the existence of Christian Religious Education (PAK), which plays a strategic role in instilling faith, morals, and behavior in accordance with Christian teachings. PAK teachers have a big responsibility, not only as teachers of material, but also as role models who guide students in the formation of a well-rounded personality (Mau, 2020). Teachers, as the spearhead of education, are required to have competent skills. Teacher competence includes pedagogical, professional, social, and personality competencies as mandated in Law Number 14 of 2005 concerning Teachers and Lecturers (Apandi & Sri

Rosdianawati, 2020). Pedagogical competence relates to the teacher's ability to manage learning effectively, while professional competence emphasizes in-depth mastery of the material (Hasriyanti & Awaludin, 2024). Meanwhile, social competence relates to positive interactions between teachers and students, parents, and the community, and personal competence concerns the attitudes, honesty, and moral example demonstrated by teachers (Anam, 2019). In the context of PAK, these four competencies come together to produce a learning process that not only prioritizes the transfer of knowledge but also the cultivation of Christian values (Halawa, 2023; Nurrahman et al., 2025; Sitanggang & Naibaho, 2023).

The professionalism of PAK teachers plays a central role in improving the quality of students. Professional teachers not only master the curriculum, but are also able to integrate religious values into daily learning. Elementary school students are at a stage of moral and spiritual development that is still very vulnerable. Therefore, PAK teachers are expected to instill the values of truth, love, and justice that originate from the Christian faith. Research shows that the success of religious education is greatly influenced by the example set by teachers, because children find it easier to imitate real behavior than to simply understand abstract concepts (TANG & MAPPATUNRU, 2024). However, in reality, PAK teachers in elementary schools, including SD Negeri 203 Sihombu, still face challenges. These challenges include limited resources, limited mastery of learning media, and low student motivation to learn religious subjects. In addition, not all PAK teachers have adequate access to improve their professionalism through training, workshops, or scientific forums. As a result, the quality of learning provided is not yet fully able to meet the needs of students in facing the changing times. This phenomenon indicates the need for an in-depth evaluation of the competence and professionalism of PAK teachers to determine the extent of their contribution to improving the quality of students (Manullang, 2019).

Previous studies have shown a significant relationship between teacher competence and student learning outcomes. For example, research by (Siregar & Widyawati, 2016) confirms that teachers' pedagogical and professional competence has a positive influence on the learning outcomes of elementary school students. Similar results were found by (Hasugian et al., 2025), who stated that the professionalism of religious teachers plays a major role in shaping children's spiritual and social attitudes. This shows that improving the quality of religious education is highly dependent on the readiness of teachers to carry out their roles as educators and spiritual guides. However, some studies are still general in nature and few have specifically highlighted the conditions of PAK teachers in public elementary schools in rural areas, such as SD Negeri 203 Sihombu. Based on this research gap, this study attempts to conduct an in-depth evaluation of the competence and professionalism of PAK teachers in improving the quality of students. The focus of the research is directed at how PAK teachers at SD Negeri 203 Sihombu implement pedagogical, professional, social, and personality competencies in the learning process, as well as their impact on the quality of students in terms of academics, morals, and spirituality. This evaluation is important because it can provide a real picture of the strengths and weaknesses of teachers, which can then be used as a basis for developing strategies to improve the quality of religious education in elementary schools. Thus, this research not only contributes to the development of theory

regarding teacher competence and professionalism but also provides practical benefits for schools, teachers, and policymakers in improving the quality of religious education. It is hoped that the results of this research can strengthen the role of PAK teachers as agents of change who are committed to shaping a young generation that is faithful, moral, and has good academic quality in accordance with the objectives of education.

METHOD

Research Type and Approach

This study uses descriptive research with a qualitative approach. A qualitative approach was chosen because the purpose of the study was to gain an in-depth understanding of the competence and professionalism of Christian Religious Education (PAK) teachers in the real context of SD Negeri 203 Sihombu and how this contributes to improving the quality of students. Qualitative descriptive research allows researchers to describe phenomena, interpret meanings, and present data in accordance with field conditions without manipulation (Muhammad, 2025).

Research Location and Subjects

This research was conducted at SD Negeri 203 Sihombu, located in Sihombu Subdistrict, Humbang Hasundutan Regency, North Sumatra. This location was chosen purposively because the school has PAK teachers who are the main instructors in Christian religious education at the elementary level, as well as being representative of public elementary schools in rural areas. The research subjects were PAK teachers, the principal, and students who were directly involved in the learning process.

Research Informants

Research informants were determined using purposive sampling, which is the selection of informants based on certain criteria relevant to the research objectives (Moleong, 2017). The main informant was the PAK teacher at SD Negeri 203 Sihombu, while supporting informants included the principal, several other teachers, and students in grades IV, V, and VI who took PAK lessons. The number of informants was considered until data saturation was reached.

Data Collection Techniques

Data collection was carried out using several techniques, namely:

1. In-depth Interviews

Interviews were conducted with PAK teachers, school principals, and students. Questions focused on the pedagogical, professional, social, and personal competencies of teachers, as well as students' perceptions of PAK learning.

2. Observation

Observations were conducted directly in the classroom during the learning process. Researchers noted learning strategies, media use, teacher-student interactions, and the exemplary behavior of PAK teachers in their daily activities.

3. Documentation

Documentation included lesson plans (RPP), school activity schedules, and administrative records related to PAK learning. This documentation helped to reinforce the results of the interviews and observations.

Research Instruments

The main instrument in qualitative research is the researcher himself. However, to facilitate the data collection process, researchers use interview guidelines, observation sheets, and documentation formats. Interview guidelines are compiled based on teacher competency indicators (pedagogical, professional, social, and personality), while observation sheets focus on classroom learning practices.

Data Analysis Techniques

Data analysis was conducted interactively using the Miles and Huberman (2014) model, which includes:

1. Data Reduction by simplifying the data obtained from interviews, observations, and documentation according to the research theme.
2. Data Presentation by compiling the data into narratives, tables, or matrices for ease of understanding.
3. Drawing Conclusions by interpreting the data to answer the research focus, while also finding patterns related to the competence and professionalism of PAK teachers.

Data Validity Test

Data validity is maintained through triangulation techniques, which involve comparing interview results, observations, and documentation to ensure consistency of information. In addition, researchers use member checks, which involve confirming interview results with informants to ensure that data interpretation is consistent with reality.

RESULTS AND DISCUSSION

This study aims to evaluate the competence and professionalism of Christian Religious Education (CRE) teachers at SD Negeri 203 Sihombu and its impact on the quality of students. The research used a qualitative descriptive approach with data collection techniques in the form of observation, in-depth interviews, and documentation. The data were analyzed interactively according to the Miles and Huberman (2014) model, while data validity was maintained through triangulation and member checking.

Christian Religious Education Teacher Competency

Teacher competency is a major factor that influences the quality of learning and student achievement. In the context of Christian Religious Education (CRE), teacher competency includes not only mastery of subject matter, but also pedagogical, professional, social, and personal skills. Pedagogical competency reflects a teacher's ability to plan and implement effective learning, adapting methods and strategies to the characteristics of students.

Professional competency demonstrates a teacher's mastery of teaching materials and continuous self-improvement efforts. Social competency emphasizes a teacher's ability to establish positive relationships with students, colleagues, and the school community, while personality competency reflects a teacher's exemplary behavior, integrity, and discipline in their daily life. The observation of teacher competencies was conducted directly in the classroom, recording learning practices, teacher-student interactions, the use of media, and the application of moral values and role models. Assessments were given on a scale of 1–5 (1 = very low, 5 = very high) for each indicator, so as to describe the quality of the professionalism of PAK teachers at SD Negeri 203 Sihombu. The results of the observation are summarized in the following table.

Table 1 Results of observations of PAK Teacher Competency

Teacher	Pedagogy	Professional	Social	Personality	Average
G1	4	4	5	5	4.5
G2	3	4	4	4	3.75
G3	4	5	5	5	4.75
G4	5	4	5	5	4.75

The results of the study show that the competence of PAK teachers at SD Negeri 203 Sihombu is relatively high. Of the four teachers observed, teachers G3 and G4 stood out with an average score of 4.75, demonstrating good mastery of the material, effective teaching methods, harmonious social interaction, and high exemplary behavior. Teacher G1 had an average score of 4.5, indicating fairly high competence with effective teaching practices and good discipline. Teacher G2 had the lowest average score of 3.75, particularly in the pedagogical aspect, indicating a need for development in teaching methods. Overall, the professional, social, and personal competencies of teachers support student motivation, discipline, and learning achievement. Classroom observations, interviews with teachers and students, and lesson plan documentation show that teacher competency contributes directly to the quality of learning and student development at this school.

Students' Perceptions

In-depth interviews were conducted with 70 students in grades IV–VI at SD Negeri 203 Sihombu to assess their perceptions of Christian Religious Education (PAK) learning. The assessment focused on four main indicators: understanding of the material, motivation to learn, application of moral values, and interest in learning media. The average scores for student perceptions are presented in the following table:

Table 2. Students' Perceptions of PAK Learning

Indicator	Average Score
Understanding the Material	4.1
Motivation to learn	4.0
Application of Moral Values	4.4
Interest in Learning Media	3.6

Table 2 shows the perceptions of 70 students regarding PAK learning. The indicator with the highest score is the application of moral values (4.4), which confirms the success of PAK teachers in instilling life values. Understanding of the material (4.1) and learning motivation (4.0) were also quite high, indicating that students were able to understand the lesson content and felt motivated to participate in the learning process. Conversely, the indicator with the lowest score was interest in learning media (3.6), indicating the need for innovation in the use of media to make it more interesting and suitable for students' needs.

Teacher Documentation

Teacher documentation is an important indicator in evaluating the competence and professionalism of Christian Religious Education (PAK) teachers. The completeness of documents, such as Lesson Plans (RPP), evaluation tools, and administrative records, reflects the teacher's readiness in planning, implementing, and evaluating learning. This is directly related to improving the quality of students, because good documentation will serve as a guideline for systematic, focused, and standard-compliant learning.

Table 3. PAK Teacher Documentation

Teacher	Lesson Plan	Administrative Notes	Evaluation Tools	Standard Compliance	Score (1–5)
G1	Available & Complete	There is	There is	Very Suitable	5
G2	Available (Not Complete)	There is	There is	Quite Appropriate	3
G3	Available & Complete	There is	There is	Very Suitable	5
G4	Available & Complete	There is	There is	In accordance	4

Based on Table 3 above, it can be seen that the majority of PAK teachers have demonstrated professionalism through the completeness of their learning documents. Teachers G1, G3, and G4 were able to compile lesson plans, evaluation tools, and administrative records properly and in accordance with standards, with high average scores (4–5). This demonstrates their competence in the aspects of planning and implementing learning that is oriented towards improving the quality of students. However, teacher G2 still needs to improve the completeness of their lesson plans so that learning is more structured. Thus, teacher documentation in general has supported the quality of PAK learning, although consistency among teachers still needs to be strengthened.

1. The Relationship Between Teacher Competence and Student Quality

Teacher competence plays an important role in determining the quality of students, especially in Christian Religious Education (PAK) learning which emphasizes cognitive, affective, and psychomotor aspects. Evaluation conducted through data triangulation shows a direct relationship between teacher competence and students' understanding, motivation,

and application of moral values. In other words, the higher the teacher's competence, the better the quality of students produced.

Table 4. The Relationship Between Teacher Competence and Student Understanding

Teacher	Average Competency	Average Student Understanding
G1	4.5	4.2
G2	3.75	3.9
G3	4.75	4.5
G4	4.75	4.6

Table 4 shows a positive relationship between teacher competence and student understanding. Teachers with high competence, namely G3 (4.75) and G4 (4.75), produced higher average student understanding (4.5 and 4.6). Conversely, G2 teachers with lower competence (3.75) showed lower student understanding (3.9). This confirms that the quality of learning is greatly influenced by teachers' pedagogical mastery, professionalism, and social and personality skills. Teachers' social and personality competencies appear to influence student motivation and character. Teachers who are able to set an example and build harmonious relationships with students succeed in encouraging increased learning motivation and the application of moral values in everyday life. In addition, teachers' consistent professionalism in evaluation and administration also ensures the continuity of focused PAK learning. Thus, the relationship between teacher competence and student quality at SD Negeri 203 Sihombu can be said to be significant, especially in terms of material comprehension, learning motivation, and Christian character building.

2. Data Validity Test

In qualitative research, data validity is a crucial aspect to ensure that the findings truly reflect the reality in the field. Data validity in this study was maintained through several techniques, namely triangulation and member checking. Using this approach, each piece of data obtained from interviews, observations, and documentation is not only compared but also reconfirmed with the informants to ensure that the interpretation is in line with the actual conditions at SD Negeri 203 Sihombu.

Table 5. Data Validity Testing Techniques

Testing Techniques	Implementation Procedures	Results Achieved
Triangulation	Compare the results of teacher interviews, classroom observations, and lesson plans and learning administration documents.	There is consistency between teacher competence (high) and student perception (positive).
Member Check	Confirming the results of interviews and analysis with PAK teachers and school principals.	Teachers and principals stated the researcher's interpretation according to field conditions.

The triangulation results show strong consistency between the interview, observation, and documentation data. For example, the high competency scores of PAK teachers in the social and personality aspects are not only seen in the teachers' own assessments, but are also reflected in the students' perceptions of teachers as role models and motivators. Documentation in the form of Lesson Plans (RPP) and administrative records also supported the observation that PAK teachers performed their duties professionally. Member checking was carried out by communicating the preliminary analysis results to PAK teachers and school principals. They stated that the researchers' description of teacher competence and its impact on student quality was in line with reality. This strengthened the validity of the research findings. In addition, peer debriefing and sufficient references further reinforce the belief that the results of this study are scientifically accountable. Discussions with colleagues and supervisors improved the less in-depth parts of the analysis, while the literature used provided a theoretical basis that the pedagogical, professional, social, and personality competencies of teachers are highly correlated with the quality of students. Thus, the data validity test in this study ensures that each result presented truly reflects the objective conditions at SD Negeri 203 Sihombu, while also strengthening the contribution of the study to the assessment of PAK teachers' competence and professionalism.

Findings and Implications

The results of the study indicate that teachers' pedagogical competencies still vary, requiring efforts to develop more innovative learning methods and media utilization to suit the needs of students. In addition, the social and personality aspects of teachers have been proven to have a direct influence on student motivation and character building, where teachers who have emotional closeness and positive personalities are able to encourage students to be more enthusiastic in participating in the learning process. Teacher professionalism also plays an important role, particularly in supporting material comprehension and maintaining consistency in evaluation, thereby improving the quality of learning. The implication of these findings is the need for regular training for teachers to strengthen their pedagogical competencies and encourage innovation in the use of learning media. In addition, periodic monitoring by the principal is important to ensure that teaching practices are carried out in accordance with established standards. Teacher competency evaluations must also be carried out systematically as they are a key strategy in the continuous improvement of student quality.

CONCLUSION

This study concludes that the competence and professionalism of PAK teachers at SD Negeri 203 Sihombu play a central role in improving the quality of students, both academically, morally, and spiritually. Teachers with high pedagogical, professional, social, and personal competencies have been proven to be able to improve student understanding, motivate learning, and instill Christian moral values effectively. However, there are still variations in competency levels, particularly in the use of learning methods and media, so further development is needed. Teacher documentation has generally supported a focused learning

process, although consistency among teachers needs to be improved. Data validity testing through triangulation and member checks ensures that the research findings reflect the actual conditions in the field. Thus, strategies to improve the quality of PAK need to be directed at continuous training, media innovation, and systematic evaluation of teacher competence in order to strengthen the role of PAK teachers as agents of shaping a generation that is faithful, moral, and of high quality.

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