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Transformation of Teacher Competencies in Creating Meaningful Learning

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ABSTRACT

The shifting educational paradigm demands that teachers possess the competencies to create meaningful learning. Transforming teacher competencies is a key factor in facing the challenges of an adaptive, technology-based, and character-building curriculum. This study aims to map teacher competencies in creating meaningful learning based on four main dimensions: pedagogical, professional, social, and personality, as well as identifying strengths and areas that need improvement. A quantitative approach was used with a survey design. The study population was teachers at SDN 16 Bengkulu Selatan. The sample was taken using total sampling, comprising all teachers at the school. The instrument was a Likert-scale questionnaire with 46 statements. Data were analyzed using descriptive statistics to determine the average score for each indicator. The results showed that the majority of indicators were in the good to excellent category, with the highest scores for mastery of learning theory, use of technology, and teacher role models. The lowest scores were found for teacher involvement in village activities and acceptance of peer feedback. Teachers at this school already possess sufficient competencies to create meaningful learning, although social engagement and openness to feedback still require strengthening. These findings form the basis for a more holistic professional development program. This research contributes by integrating four dimensions of teacher competency into a single evaluation framework that can be applied in other schools to comprehensively map the quality of meaningful learning.

Keywords: Teacher Competence, Meaningful Learning, Educational Transformation

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INTRODUCTION

. Teachers play a central role in determining the quality of the learning process in the classroom (Harfitt, 2012). The competencies that teachers possess not only include technical teaching abilities, but also skills in designing learning experiences that are relevant, contextual, and inspiring to students (Khalisatun Husna et al., 2023). Understanding student development, material mastery, and pedagogical skills are important assets in creating learning that has a positive impact on students' understanding and learning attitudes.

Meaningful learning requires teachers to relate lesson material to students' real lives so they can understand concepts in depth (Fatmawati, 2025). This practice requires creativity, innovation, and the use of learning strategies that encourage active student involvement.(Diachuk, 2024). Teachers are expected to be able to build a bridge between theory and practice, so that the knowledge students acquire is not merely rote, but can be applied in real situations.

Transformation of teacher competencies has become a necessity in facing changing times, technological developments, and the demands of a continuously evolving curriculum (Ahmmed et al., 2022). Competency improvement can no longer be done sporadically; it

requires strategic planning, ongoing training, and measurable evaluation. The use of educational technology, collaborative learning methods, and project-based approaches are part of this transformation to adapt to the characteristics of today's generation of learners.

The Meaningful Learning theory put forward Yasin, (2022)explains that the learning process will be more effective if new information is connected to students' existing knowledge. In this context, teachers act as facilitators, guiding students to build connections between new concepts and existing cognitive structures. Applying this theory requires teachers to be competent in identifying students' prior knowledge, designing relevant learning, and providing challenging yet accessible learning experiences for all students.

The reality on the ground shows that many teachers still face obstacles in implementing meaningful learning (Hamdani et al., 2022). These obstacles can include limited facilities and infrastructure, a lack of appropriate training, or a lack of school support for developing learning innovations. Transforming teacher competency is a strategic step to address these challenges, ensuring that the learning process produces graduates who are not only academically intelligent but also possess adequate life skills.

Although various studies have explored the transformation of educators, there are significant gaps in the current literature that still mostly focus on partial aspects, such as the study of Askahar & Akbar (2025) which focuses on strengthening TPACK through digital clinics, and the study of Nursakinah et al. (2025) which limits the analysis to the role of teachers as facilitators through a qualitative approach. On the other hand, Diachuk et al. (2025) highlight the leadership aspect of teachers in the digital ecosystem, while Laili & Mufidah (2025) examine more classroom management in the independent curriculum in general. Research by Hidayat et al. (2024) does touch on professionalism, but tends to ignore the dimensions of social competence and personality as a whole in creating meaningful learning, as can also be seen in the study of Sari & Pratama (2024) which focuses more on students' cognitive learning outcomes. In contrast to the six studies, this study fills the gap by conducting a comprehensive quantitative mapping of the four dimensions of teacher competence simultaneously (pedagogical, professional, social, and personality) at the public elementary school level. The uniqueness of this research lies in the disclosure of empirical facts about critical areas that are often overlooked in the previous literature, namely the low social involvement of teachers in society and resistance to peer feedback, which is actually the key to the sustainability of meaningful educational transformation.

This research is very crucial to be carried out to alleviate the problem of stagnation of learning methods at the elementary school level which is still dominated by one-way instructional patterns. Without a clear competency mapping, teacher professional development programs will continue to be sporadic and not on target. The importance of this research lies in its ability to provide an empirical database for policymakers in schools to design competency strengthening interventions based on real needs, particularly on social aspects and openness to feedback that are often overlooked in formal training. Thus, the results of this research are expected not only to contribute to theoretical treasures, but also to become a practical solution in accelerating a more adaptive and meaningful educational transformation.

The quality of learning in many schools still doesn't fully reflect the principles of meaningful learning. Teachers often fall into teaching routines that emphasize one-way delivery of material without connecting it to students' real-life contexts (Dr. Lysette D. Cohen & Dr. Ashley McIntyre, 2024). This condition results in students being less able to build connections between the knowledge they acquire and its application in everyday life.

The transformation of teacher competencies is often discussed at the conceptual level, but is rarely followed by empirical studies that map which competency aspects most influence the creation of meaningful learning (Askahar & Akbar, 2025). The lack of research that focuses on the direct relationship between teacher competency development and the success of meaningful learning has led to a gap in understanding among education practitioners.

The Pedagogical Content Knowledge (PCK) theory developed by Sulistyarini et al., (2023) states that effective teachers must integrate subject matter mastery with pedagogical skills. In the context of competency transformation, many teachers possess sound subject matter

knowledge but are not yet fully able to transform it into relevant and contextual learning strategies for students. This gap needs to be further explored to ensure meaningful learning.

The use of technology and innovative approaches often stops at the use of teaching aids, without a significant shift in the learning paradigm (Elitasari, 2022). A lack of understanding of how to integrate technology, collaborative methods, and authentic assessment is a factor inhibiting the realization of consistent meaningful learning in the classroom.

Improving teacher competency is the main key in bridging the gap between meaningful learning theory and classroom practice (Nursakinah et al., 2025). This transformation must be directed at mastering methods that enable students to relate new knowledge to their experiences, so that learning becomes relevant, applicable, and memorable (Sulistiani & Nursiwi Nugraheni, 2023). A structured study can help identify the most effective teacher competency development strategies to achieve these goals.

Meaningful Learning Theory from Bafadal & Rosyid, (2024) provides the basis that learning will be more successful if teachers are able to connect new material to students' prior knowledge. This principle is a strong argument for the need for teacher competency transformation, as without the skills to identify and utilize students' prior knowledge, the learning process risks becoming merely a transfer of information without any deeper meaning.

Efforts to fill the knowledge gap through this research are expected to provide practical and theoretical contributions (Bafadal & Rosyid, 2024). The research results can be used as a guideline for educational policymakers, teacher training providers, and schools to design competency development programs oriented towards meaningful learning, while also enriching the scientific literature related to teacher competency transformation in Indonesia.

Based on the gap analysis, this study specifically aims to map the transformation of the four dimensions of teacher competence at SDN 16 South Bengkulu in creating a meaningful learning ecosystem. The novelty of this research lies in a comprehensive evaluation approach that not only measures pedagogic proficiency and technical professionalism, but also highlights the sociological aspects and personal openness of teachers to peer criticism that is often a weak point in the transformation of education in elementary schools. The main contribution of this study is the provision of an empirical data-based evaluation model that can be used by school authorities to design teacher quality improvement policies that are more targeted, so that the transition process to an adaptive and character-based curriculum can run continuously and not just become an administrative formality.

RESEARCH METHODS

The research design used a quantitative approach with a descriptive approach. The purpose of this design was to describe the level of teacher competency transformation in creating meaningful learning based on data obtained directly from respondents (Hasan et al., 2024). Data analysis was carried out using descriptive statistical techniques to obtain an overview of the frequency, percentage, and average score of each indicator.

The study population was all teachers at SDN 16 Bengkulu Selatan, located at Jl. Letnan Tukiran Manna, Batang Bangau Hamlet, Pasar Baru Village, South Bengkulu. The sampling technique used total sampling, so that all existing teachers became research respondents. The consideration for using total sampling was because the population size was relatively small, allowing all of them to be involved in the study.

The research instrument was a questionnaire designed to measure various aspects of teacher competency that contribute to meaningful learning. The questionnaire was structured on a five-point Likert scale with response options ranging from "Strongly Agree" to "Never." The questionnaire items were structured based on indicators of pedagogical, professional, social, and personality competencies relevant to meaningful learning. The instrument's content validity was assessed by consulting with educational experts and its reliability was tested before use.

The research procedure began with an official permit application from Dehasen University, Bengkulu, through the Institute for Research and Community Service (LPPM), to the Principal of SDN 16, South Bengkulu. Data collection was conducted in May 2025 according

to a schedule agreed upon with the school. Respondents were asked to complete the questionnaire independently under the researcher's supervision to ensure understanding of each question. The collected data was then processed using statistical software to produce interpretations consistent with the research objectives.

RESULTS

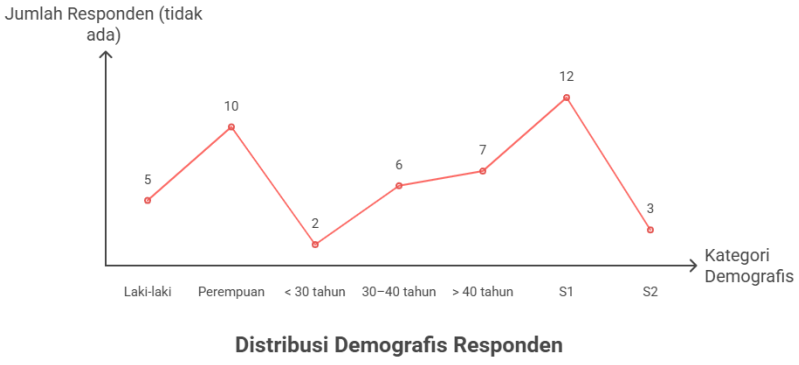
The analysis of the research results begins with a description of the characteristics of the respondents who were the subjects of the study. These characteristics include basic information such as gender, age, and highest level of education, which aims to provide a general overview of the respondents' backgrounds. This data is crucial for understanding the context of the answers provided on the research instrument and how the respondents' profiles may influence the interpretation of the results.

This presentation is followed by a description of the data analysis results from the questionnaire distributed to respondents. Each teacher competency indicator was analyzed descriptively, displaying the average score, percentage of responses, and interpretations based on the assessment categories. These results serve as the basis for identifying areas of strength and weakness in teacher competency in creating meaningful learning.

Table 1. Distribution of Research Respondents

Category	Sub-Category	Number (n)	Percentage (%)
Gender	Man	5	33.3
	Woman	10	66.7
Age	< 30 years	2	13.3
	30–40 years	6	40.0
	> 40 years	7	46.7
Last education	S1	12	80.0
	S2	3	20.0
Total		15	100

Graph 1. Distribution of Research Respondents



Distribusi Demografis Responden

The data in Table 1 and Graph 1 show that the majority of respondents to this study were female, at 66.7%, while male respondents accounted for 33.3%. This composition indicates that the teaching staff at the schools where the research took place is predominantly female. This proportion reflects a general trend at the elementary education level, where the number of female teachers tends to be higher than that of male teachers.

The age distribution of respondents shows that teachers aged 40 and over constitute the largest proportion, at 46.7%, followed by those aged 30–40 at 40.0%, and teachers under 30 at 13.3%. This situation reflects the dominance of educators with relatively long work experience, who are generally expected to make significant contributions to the meaningful learning process.

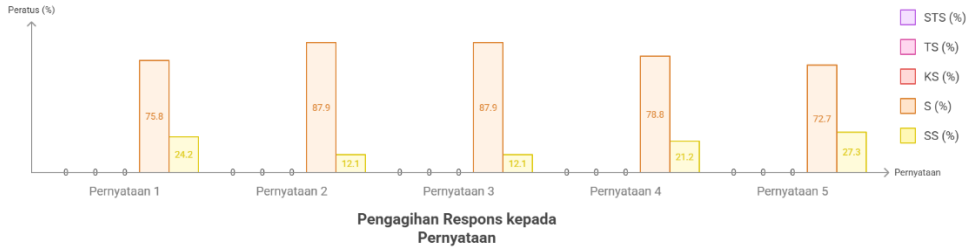
The highest educational attainment of respondents was dominated by bachelor's degree graduates (80.0%), while master's degree graduates (20.0%). This indicates that the majority of

teachers have met the minimum academic qualifications according to national standards, although the proportion of teachers continuing their studies to postgraduate level remains relatively low. This finding serves as an important indicator of opportunities for competency improvement through the development of higher academic qualifications.

Table 2. Summary of Teacher Competency Scores (Items 1–5)

No	Statement	SS (%)	S (%)	KS (%)	TS (%)	STS (%)	Average
1	Mastering the learning material given to students	24.2	75.8	0	0	0	4.24
2	Teaching according to the field of science he is studying	12.1	87.9	0	0	0	4.12
3	Mastering the subject matter being taught	12.1	87.9	0	0	0	4.12
4	Mastering the theoretical concepts of the subjects taught	21.2	78.8	0	0	0	4.21
5	Develop learning materials according to the students' environment	27.3	72.7	0	0	0	4.27

Chart 2. Summary of Teacher Competency Scores (Items 1–5)



The results in Table 2 and Graph 2 show that all statement items obtained high average scores, ranging from 4.12 to 4.27. The highest score was found in the statement "Developing learning materials according to the students' environment" (4.27), which indicates that teachers are able to link teaching materials to the local context. Meanwhile, the lowest score was still in the very good category, namely 4.12, which was found in two items regarding mastery of teaching materials and suitability of scientific fields.

These findings indicate that teachers at SDN 16 Bengkulu Selatan possess strong professional competencies, particularly in mastering subject matter and understanding the concepts taught. The high percentages in the "Strongly Agree" and "Agree" categories demonstrate the consistency of respondents' perceptions of their own ability to manage learning content. This is crucial for creating meaningful learning because a deep understanding of the material enables teachers to develop relevant teaching strategies.

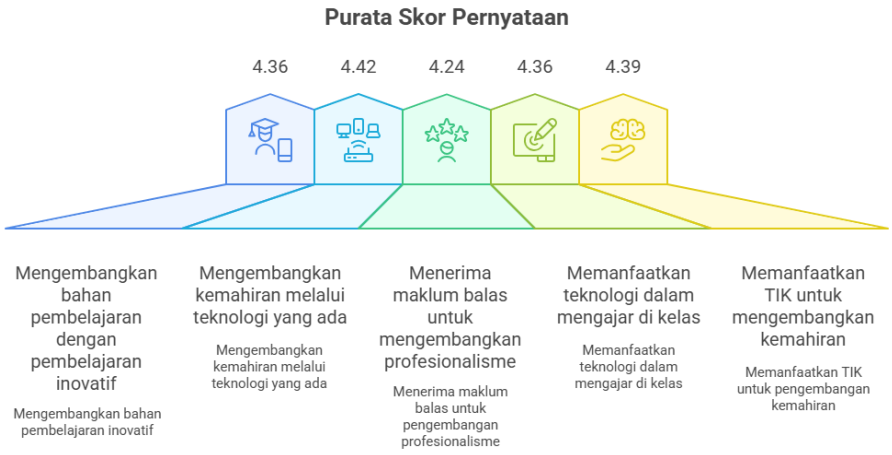
From the perspective of Pedagogical Content Knowledge (PCK) theory, these results reflect that teachers not only possess knowledge of the material content but also the ability to relate it to the students' learning context. According to Shulman, PCK is the core of effective teaching competency because it integrates mastery of the material and pedagogical skills. Mastery of these two elements is the main foundation for building student engagement and facilitating in-depth understanding. Consequently, schools can continue to encourage teachers to develop teaching materials based on local potential and student needs. Training or workshops on developing contextual teaching materials can be a priority program, so that this competency not only remains at a good level but continues to develop in line with curriculum changes and community needs. Thus, meaningful learning can be achieved more optimally.

Table 3. Summary of Teacher Competency Scores (Items 6–10)

No	Statement	SS (%)	S (%)	KS (%)	TS (%)	STS (%)	Average
6	Developing learning materials with innovative learning	36.4	63.6	0	0	0	4.36

7	Developing capabilities through existing technology	42.4	57.6	0	0	0	4.42
8	Accepting input to develop professionalism	24.2	75.8	0	0	0	4.24
9	Utilizing technology in teaching in the classroom	36.4	63.6	0	0	0	4.36
10	Utilizing ICT to develop skills	39.4	60.6	0	0	0	4.39

Chart 3. Summary of Teacher Competency Scores (Items 6–10)



The data in Table 3 and Graph 3 show an average score ranging from 4.24 to 4.42, indicating that respondents highly value their ability to develop innovation- and technology-based learning. The highest score was found in the item "Developing skills through existing technology" (4.42), while the lowest score was found in "Receiving input to develop professionalism" (4.24), although both remain in the very good category. The tendency for high scores on technology use indicates teachers' awareness of the importance of ICT integration in learning. Improving teachers' ability to utilize technology can enrich teaching methods, provide a variety of media, and increase student motivation. However, the slightly lower score on receiving input suggests that the aspect of openness to evaluation can still be improved.

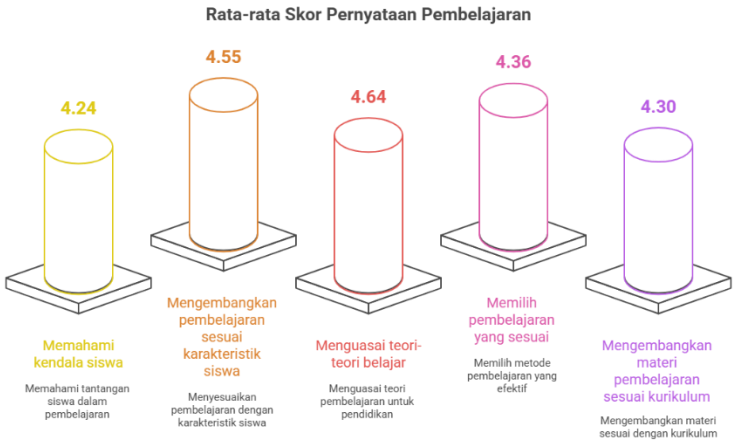
The theory of Technological Pedagogical Content Knowledge (TPACK) is relevant for interpreting these findings. According to this concept, effective teachers not only master content and pedagogy but also effectively integrate both with technology. High scores on the technology use item indicate that teachers are beginning to internalize TPACK principles in their teaching practices. A practical implication of this finding is the need for ongoing instructional technology training. Schools can facilitate workshops that focus not only on device mastery but also on strategies for integrating technology with teaching materials and methods. This way, the transformation of teacher competency in creating meaningful learning can take place sustainably.

Table 4. Summary of Teacher Competency Scores (Items 11–15)

No	Statement	SS (%)	S (%)	KS (%)	TS (%)	STS (%)	Average
11	Understanding students' obstacles in participating in learning	24.2	75.8	0	0	0	4.24
12	Developing learning according to student characteristics	54.5	45.5	0	0	0	4.55
13	Mastering learning theories that are useful for educating students	63.6	36.4	0	0	0	4.64
14	Choosing appropriate learning that is able to educate students	36.4	63.6	0	0	0	4.36
15	Develop learning materials according to the	30.3	69.7	0	0	0	4.30

	curriculum						

Chart 4. Summary of Teacher Competency Scores (Items 11–15)



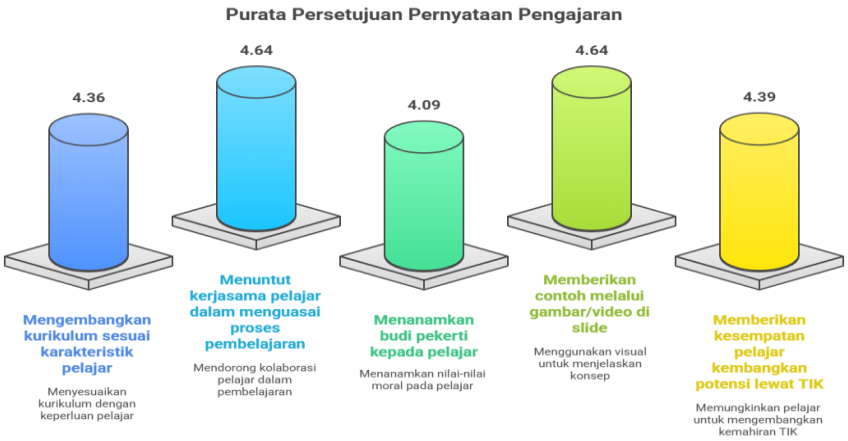
The results in Table 4 and Graph 4 show high average scores, ranging from 4.24 to 4.64. The highest score was obtained for the statement "Mastering learning theories that are useful for educating students" (4.64), which reflects strong pedagogical competence. The lowest score was for "Understanding students' obstacles in participating in learning" (4.24), although it is still in the very good category. These findings indicate that teachers have adequate skills in selecting and developing learning that is relevant to student characteristics and the curriculum. The high score for mastery of learning theories demonstrates teachers' awareness of the importance of a scientific basis in designing meaningful learning. However, the aspect of understanding students' obstacles still requires special attention so that learning differentiation can be more optimal.

The theory of Learner-Centered Instruction is relevant in this context, where the focus of learning is directed at students' needs, characteristics, and potential. High scores on the item "Developing learning according to student characteristics" indicate the application of this principle, although the mapping of learning barriers could still be improved through more in-depth assessments. Consequently, schools can facilitate teacher training or mentoring in conducting diagnostic assessments to more specifically identify student learning barriers. This way, learning designs can be more targeted and produce meaningful learning experiences for each individual.

Table 5. Summary of Teacher Competency Scores (Items 16–20)

No	Statement	SS (%)	S (%)	KS (%)	TS (%)	STS (%)	Average
16	Developing a curriculum according to student characteristics	36.4	63.6	0	0	0	4.36
17	Requires student cooperation in mastering the learning process	63.6	36.4	0	0	0	4.64
18	Instilling good character in students	9.1	90.9	0	0	0	4.09
19	Provide examples through images/videos on slides	63.6	36.4	0	0	0	4.64
20	Providing students with opportunities to develop their potential through ICT	39.4	60.6	0	0	0	4.39

Chart 5. Summary of Teacher Competency Scores (Items 16–20)



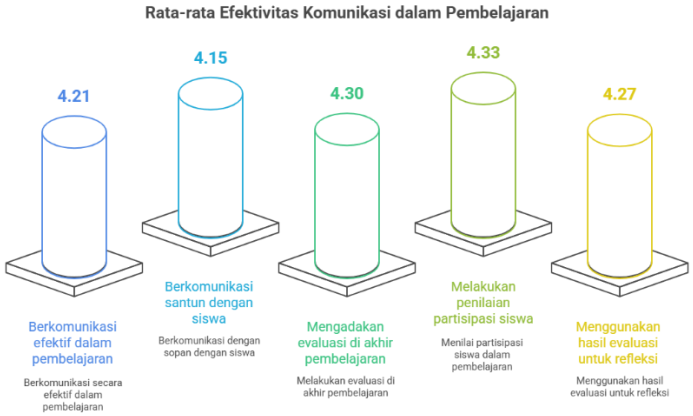
The data in Table 5 and Graph 5 show average scores ranging from 4.09 to 4.64, with the highest scores for two statements: "Requires student cooperation in mastering the learning process" and "Provides examples through images/videos on slides." The lowest score was for "Instilling character in students," although it is still in the good category. These findings indicate that teachers are quite successful in developing collaborative learning strategies and utilizing visual media as support. This demonstrates an awareness of the importance of interaction between students in understanding the material and the use of media to strengthen understanding. However, the instilling of character, which scored relatively lower, requires attention, considering that character aspects are an important part of meaningful learning.

Based on Character Education theory, strengthening moral values and character must be integrated throughout the learning process, not just delivered verbally. A relatively low score on this aspect could indicate the need for a learning strategy that simultaneously combines material mastery and character development. Practical implications: schools can develop integrated learning programs that combine academic and character competencies. For example, through values-based projects that engage students in real-life activities that require cooperation, responsibility, and honesty, thereby making learning more comprehensive and meaningful.

Table 6. Summary of Teacher Competency Scores (Items 21–25)

No	Statement	SS (%)	S (%)	KS (%)	TS (%)	STS (%)	Average
21	Communicating effectively in learning	21.2	78.8	0	0	0	4.21
22	Communicate politely with students inside/outside the classroom	15.2	84.8	0	0	0	4.15
23	Conduct an evaluation at the end of the learning	30.3	69.7	0	0	0	4.30
24	Conducting assessments of student participation in learning	33.3	66.7	0	0	0	4.33
25	Using evaluation results for reflection on subsequent learning	27.3	72.7	0	0	0	4.27

Chart 6. Summary of Teacher Competency Scores (Items 21–25)



The results in Table 6 and Graph 6 show scores ranging from 4.15 to 4.33, with the highest score for "Assessing student participation in learning" and the lowest for "Communicating politely with students inside/outside the classroom." All scores remained in the good to excellent category. Interpretation of these results indicates that teachers are quite consistent in conducting assessments and utilizing evaluation results as material for reflection. Communication skills, although scored high, can still be improved, especially in the more personal aspects of politeness outside of formal learning situations. This is important for building closeness and trust between teachers and students.

Reflective Teaching theory supports the importance of using evaluation results for continuous improvement. Reflective teachers will be able to identify strengths and weaknesses in previous lessons and then adjust them in subsequent sessions to achieve more effective learning. Consequently, teachers should be given opportunities to share best practices within the school's internal forums. This can broaden colleagues' knowledge of effective communication techniques and relevant evaluation strategies for meaningful learning.

Table 7. Summary of Teacher Competency Scores (Items 26–30)

No	Statement	SS (%)	S (%)	KS (%)	TS (%)	STS (%)	Average
26	Using assessment results for the development of subsequent learning	30.3	69.7	0	0	0	4.30
27	Conducting learning reflection to fix obstacles	30.3	69.7	0	0	0	4.30
28	Receive input from students/colleagues to improve learning	21.2	78.8	0	0	0	4.21
29	Be objective in learning	36.4	63.6	0	0	0	4.36
30	Providing equal opportunities to develop students' potential	24.2	75.8	0	0	0	4.24

Chart 7. Summary of Teacher Competency Scores (Items 26–30)

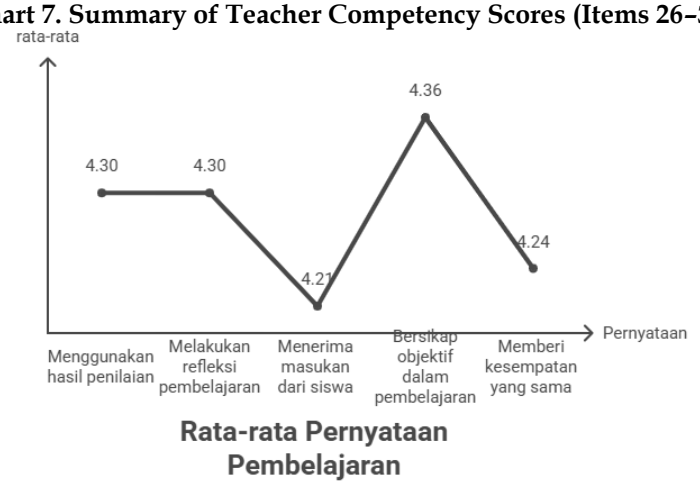


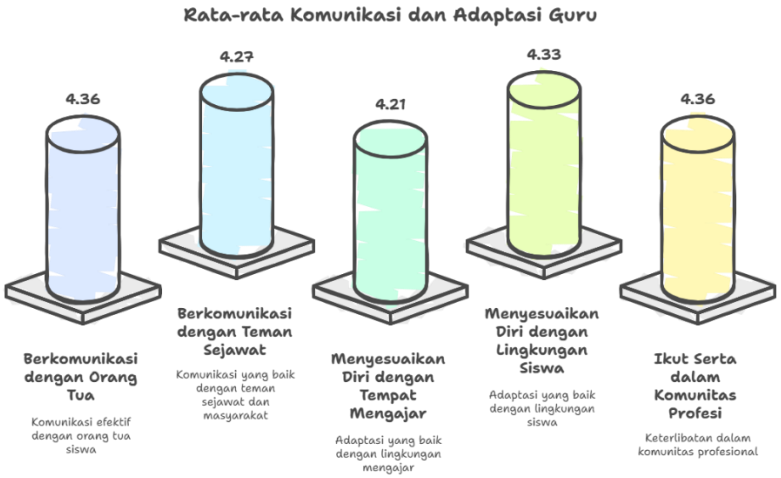
Table 7 and graph 7 show average scores ranging from 4.21 to 4.36. The highest score was for "Being objective in learning," while the lowest was for "Receiving input from students/colleagues to improve learning." Despite this, all scores remained in the good to excellent category. These results indicate that teachers have been quite consistent in utilizing evaluation results and reflecting on learning. Teacher objectivity in assessing students is a strength that needs to be maintained, as it impacts student trust. However, openness to input from others can still be improved as part of a collaborative learning culture.

The theory of Continuous Professional Development (CPD) emphasizes the importance of a cycle of evaluation, reflection, and improvement in teaching practice. Openness to feedback is one indicator of a teacher who is adaptive and willing to develop, enabling the learning process to be more relevant to students' needs. Practical implications: Schools can facilitate structured feedback sessions between teachers, where each educator can provide and receive constructive feedback. This will foster a supportive learning environment among educators and positively impact meaningful learning.

Table 8. Summary of Teacher Competency Scores (Items 31–35)

No	Statement	SS (%)	S (%)	KS (%)	TS (%)	STS (%)	Average
31	Communicate well with students' parents	36.4	63.6	0	0	0	4.36
32	Communicate well with colleagues/community	27.3	72.7	0	0	0	4.27
33	Adapt to the teaching place	21.2	78.8	0	0	0	4.21
34	Adapting to the student environment	33.3	66.7	0	0	0	4.33
35	Participate in professional communities	36.4	63.6	0	0	0	4.36

Chart 8. Summary of Teacher Competency Scores (Items 31–35)



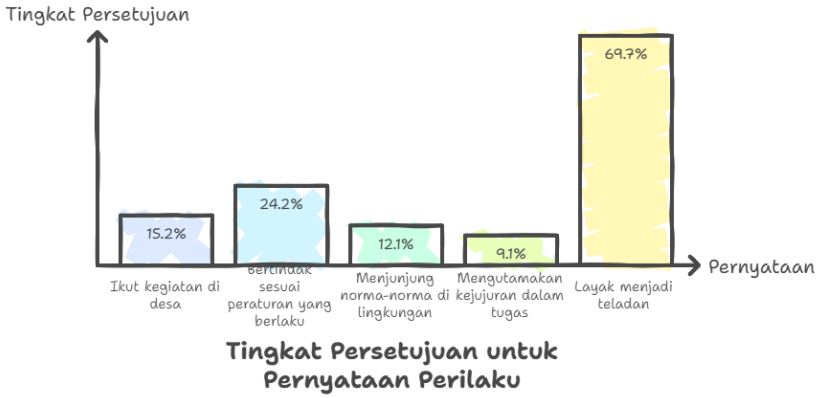
The scores in Table 8 and Graph 8 range from 4.21 to 4.36, with the highest scores for "Communicating well with students' parents" and "Participating in professional communities." The lowest score was for "Adapting to the teaching environment," although the difference was not significant. Interpretation of these results indicates that teachers are quite good at building communication networks with parents, colleagues, and the community. Participation in professional communities also indicates efforts to broaden horizons and strengthen competencies through professional interactions. Adaptation to the teaching environment, despite high scores, still needs to be encouraged to make adaptation faster and more effective.

Based on the theory of Social Capital in Education, good relationships between teachers, parents, and the community can increase support for students' learning. This social capital is a key factor in the success of meaningful learning. Consequently, schools can develop collaborative programs between teachers and the community, for example through open classroom activities or regular communication forums with parents. This will strengthen synergy in creating a conducive learning environment.

Table 9. Summary of Teacher Competency Scores (Items 36–40)

No	Statement	SS (%)	S (%)	KS (%)	TS (%)	STS (%)	Average
36	Participate in village activities	15.2	15.2	69.7	0	0	3.45
37	Act according to applicable regulations	24.2	75.8	0	0	0	4.24
38	Upholding norms in the environment	12.1	87.9	0	0	0	4.12
39	Prioritize honesty in work	9.1	90.9	0	0	0	4.09
40	Worthy of being a role model	69.7	27.3	0	0	0	4.70

Chart 9. Summary of Teacher Competency Scores (Items 36–40)



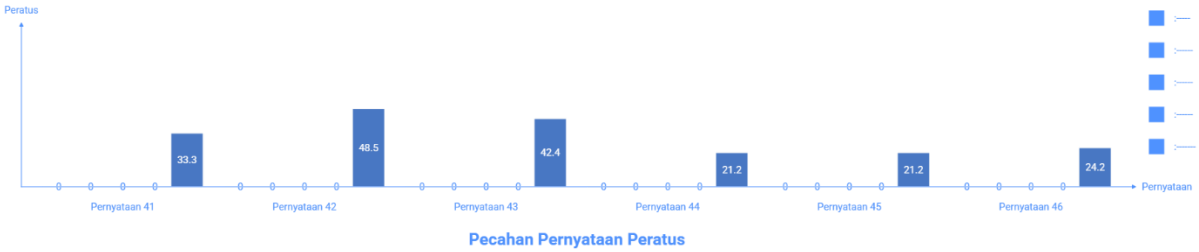
The data in Table 9 and Graph 9 show a significant variation in scores, ranging from 3.45 to 4.70. The lowest score was for "Participating in village activities," while the highest score was for "Worthy of being a role model." This difference demonstrates a gap between social involvement outside of school and personal qualities as role models. Interpretation of these results indicates that teachers at this school have demonstrated exemplary behavior, upholding honesty and adhering to regulations. However, involvement in community activities in the village remains low, which can be an obstacle to building broader social relationships and strengthening community support for the school.

The theory of Community Involvement in Education emphasizes that active teacher participation in social activities can strengthen school-community relations. This lack of involvement has the potential to reduce external support for educational programs. Consequently, schools need to encourage and facilitate teachers to play a greater role in village activities, such as community service programs or collaboration with village officials. This can strengthen school-community relations and support meaningful learning.

Table 10. Summary of Teacher Competency Scores (Items 41–45)

No	Statement	SS (%)	S (%)	KS (%)	TS (%)	STS (%)	Average
41	Solve problems wisely	33.3	66.7	0	0	0	4.33
42	Looks authoritative when teaching	48.5	48.5	0	0	0	4.48
43	Look confident when teaching	42.4	57.6	0	0	0	4.42
44	Responsible for his work	21.2	78.8	0	0	0	4.21
45	Upholding the code of ethics of the teaching profession	21.2	78.8	0	0	0	4.21

Chart 10. Summary of Teacher Competency Scores (Items 41–45)



The scores in Table 10 and Graph 10 range from 4.21 to 4.48. The highest score is for "Looks authoritative while teaching," which indicates a positive image of teachers in the eyes of students. The lowest scores are for two items: "Takes responsibility for his/her work" and "Upholds the teaching profession's code of ethics," although both remain relatively good. Interpretatively, teachers demonstrate strong personalities in terms of self-confidence, authority, and the ability to solve problems wisely. However, respondents' perceptions regarding responsibility and enforcement of the code of ethics need to be maintained and even strengthened through ongoing supervision and coaching.

The theory of Professionalism in Teaching emphasizes that professional teachers must combine knowledge, skills, and ethical attitudes. A professional code of ethics serves as a moral guide that ensures integrity in carrying out teaching duties. Consequently, there needs to be regular dissemination of the professional code of ethics for teachers in schools, as well as awards for teachers who consistently demonstrate high integrity and responsibility. This can motivate all educators to maintain professional standards.

The results in Table 10, no. 46, show that this single item received an average score of 4.24, which is considered good. This indicates that the majority of teachers have worked in accordance with the behavioral standards set out in the professional code of ethics. Interpretation: Although only one indicator was assessed, this result remains important because it directly relates to the moral quality and integrity of teachers in carrying out their duties. Compliance with the code of ethics is fundamental to maintaining public trust in the teaching profession.

The theory of Ethical Teaching Practice states that adherence to a code of ethics is a form of teacher moral responsibility to students, colleagues, and the community. Without integrity, even academic competence will be unable to create meaningful, sustainable learning. Consequently, schools need to continuously internalize professional ethical values through training, case discussions, and academic supervision. This will ensure consistent professional behavior for teachers in line with evolving demands in the world of education.

DISCUSSION

The results of the study show that teacher competence in creating meaningful learning is in the good to very good category in almost all indicators.(Anggrayani et al., 2023)The average score for each statement item was above 4.00, with some indicators reaching 4.64 and 4.70. The highest scores were found for indicators related to mastery of learning theory, use of technology, teaching authority, and suitability as a role model. This achievement indicates that teachers have professional, pedagogical, social and personality abilities that are consistently integrated in the teaching process.(Wahyuni & Haryanti, 2024)Mastery of teaching materials, the ability to design contextual learning, and the application of technology in learning are key strengths that support the creation of meaningful learning. Several indicators received relatively lower scores, such as teacher involvement in village activities and acceptance of input from colleagues.(Garut College of Technology et al., 2020)While this score remains in the good category, it does indicate room for improvement in external collaboration and openness to feedback as part of ongoing professional development.

2. Discursive: Relationship/Difference between "Results" and Other Research

This finding is in line with research conducted byMona Nopitasari & Qolbi Khoiri, (2024)which shows that teacher competency in elementary schools has a significant contribution

to creating meaningful learning through mastery of material and context-based teaching strategies. The similarity lies in the strengthening of pedagogical and professional dimensions as dominant factors. Differences emerge when compared with studies conducted byFitriyani et al., (2021), where teacher involvement in the local community is a key determinant of the success of contextual learning. In this study, social engagement outside of school was relatively low despite high academic and pedagogical competencies. Comparison with the literature shows that creating meaningful learning depends not only on classroom teaching skills but also on social networks and teachers' active participation in the surrounding environment.(Hasan et al., 2024)This broadens the perspective that teacher competency transformation needs to encompass both internal and external dimensions in a balanced manner

3. Reflection: What Do Research "Results" Signify?

This data indicates that teacher competency transformation has taken place at SDN 16 Bengkulu Selatan, particularly in technology integration, material mastery, and contextual learning strategies. Improvements in these aspects indicate a positive response to the demands of an adaptive, competency-based curriculum. The trend toward high scores on personality indicators such as authority and role modelliness is a strong signal that teachers are developing not only academically but also morally.(Fitriyani et al., 2021)This condition demonstrates the alignment between professional competence and character values in learning. The low score on social engagement indicates that the dimension of teacher relationships with the community is still suboptimal. This is an important indicator that the success of meaningful learning in the classroom is not always followed by the success of establishing deep social connections outside of school.

4. SO-WHAT: Implications of the Research "Results"

The main implication of these findings is the need for teacher professional development programs that emphasize a balance between academic competence, technology, character, and social engagement.(Savira, 2024)High academic and technological achievements need to be complemented by increased collaborative capacity within the community. Schools can leverage teachers' technological strengths to develop project-based learning that engages the community.(Marjuni, 2020)This can serve as a bridge between the classroom and real life, ensuring meaningful learning not only for students but also for the surrounding community. Local governments and education departments can facilitate school-community partnerships through forums or collaborative programs that position teachers as agents of social change. This approach will ensure that teachers' competencies develop holistically.

5. WHY: Why Are the Research "Results" Like That?

High scores on academic, technological, and character competencies are likely influenced by the school's regular training and teachers' habit of updating teaching methods in line with curriculum developments. Support for technological facilities at the school also encourages teachers to integrate ICT effectively. High scores on personality aspects such as authority and role modelling may be rooted in a school culture that upholds the norms and ethics of the teaching profession.(Monalisa, 2023)This tradition creates an environment where positive behavior is consistently modeled for students. Lower scores on social engagement may be due to teachers' limited time, administrative burdens, and the lack of formal programs connecting teachers to community activities. These factors reduce teachers' opportunities for active participation outside the school environment.

6. NOW-WHAT: Next Steps

The next step is to strengthen teacher collaboration with local communities through social project-based learning programs.(Adzkia Maulani et al., 2023)This approach can be a means of increasing teacher engagement in the community while broadening the learning context for students. Training should be designed that combines classroom teaching skills with strategies for building social networks outside of school. Integrating these two aspects will result in a balance of internal and external competencies. Schools, along with local stakeholders, can develop regular collaborative agendas, such as community literacy activities, open classes, or partnerships with village organizations. This step will strengthen the ongoing transformation of teacher competencies.

Analysis of demographic data shows that the profile of educators at SDN 16 South Bengkulu is dominated by women with a percentage of 66.7%. The age distribution of respondents reflects the maturity of professional experience, where the age group over 40 years old is the largest proportion, at 46.7%. The level of formal education of the majority of teachers has met the national academic qualification standards with 80% of undergraduate graduates, although efforts to improve qualifications to the postgraduate level are still relatively low at 20%. This sociological and academic background is the fundamental basis for interpreting teachers' readiness for the transformation of learning competencies.

The dimension of teacher professionalism shows very positive achievements, especially in the ability to develop learning materials that are relevant to the student environment which recorded the highest score of 4.27. Mastery of learning theory and substantial subject concepts is in the very good category, which indicates that teachers have a strong pedagogical foundation. The success in relating teaching materials to the local context reflects the effective application of the principles of Pedagogical Content Knowledge (PCK). This integration ability is a crucial prerequisite in creating a meaningful and applicable learning experience for students.

The use of Information and Communication Technology (ICT) in the instructional process is a prominent strength with an average score of 4.42 in the aspect of self-capacity development through technology. Teachers show high awareness of the integration of digital devices in the classroom to enrich learning media and increase student motivation. These findings are in line with the Technological Pedagogical Content Knowledge (TPACK) framework, where technological mastery is no longer seen as a separate aspect but integrated with the material delivery strategy. This acceleration of digitalization proves that there is a progressive adaptation to the demands of modern education in the 21st century.

Evaluation of personality and social dimensions revealed the profile of the teacher as an authoritative and exemplary figure for students with the highest score of 4.70. Personal integrity, honesty at work, and compliance with the professional code of ethics are the main pillars that shape the character of teachers in the school. The ability to solve problems wisely and appear confident while teaching strengthens the professional image of educators in the eyes of students. The strength in this aspect of character is a very valuable spiritual modality in ensuring the continuity of the process of internalizing moral values to all students in a sustainable manner.

The identification of several specific indicators showed that there were critical areas that needed strengthening, especially in the aspect of teacher involvement in social activities which obtained the lowest score of 3.45. Low participation in activities at the village level and lack of openness to feedback from peers indicate that there are obstacles in building external collaborative networks. The gap between personal qualities in school and social engagement outside of school has the potential to limit community support for educational programs. Optimizing the role of teachers as agents of social change requires a balance between internal academic competence and active participation in the broader community ecosystem.

Comparison of the results of this study with previous studies reveals a consistent pattern but has a distinction in the aspect of social engagement. The findings regarding the high mastery of technology and learning theory are in line with the research of Askahar & Akbar (2025) which states that digital intervention through structured training is able to increase educators' confidence in managing modern classrooms. This similarity shows that the acceleration of professional and pedagogic competencies is a global trend that has been successfully adapted by teachers in various regions. However, a difference emerged when these results were confronted with the study of Fitriyani et al. (2021), where local community involvement was a determinant factor of contextual learning success. In this research locus, the social participation of teachers outside the school environment is actually at its lowest point, which indicates a separation of roles between academic professionalism and sociological existence.

Further analysis of the low acceptance of feedback from peers reveals the challenges in building an inclusive collaborative ecosystem. This condition is different from the findings of Diachuk et al. (2025) which emphasize that teacher leadership in the digital ecosystem should

be based on knowledge distribution and openness to collegial evaluation. The phenomenon at SDN 16 South Bengkulu hints that technical transformation has not been fully followed by a transformation of the cooperation mentality. This may be influenced by the rigid organizational culture or the administrative burden that limits the space for professional dialogue as identified in the study of Laili & Mufidah (2025) on classroom management in the era of the Independent Curriculum.

The novelty of this research lies in the revelation of the paradox between the maturity of the teacher's personality as an exemplary figure and their low sociological involvement in society. If the research of Nursakinah et al. (2025) only looks at the transformation of the role of teachers as facilitators in the classroom, this study provides a new perspective that social competence is a "broken chain" in the transformation of education in public elementary schools. The scientific contribution of this research confirms that the success of creating meaningful learning does not only depend on pedagogical intelligence and mastery of ICT, but also requires the integration of teachers into the social network of society in order to strengthen the ecosystem supporting education holistically.

The practical implications of these findings lead education authorities and school principals to formulate professional development programs that go beyond technical-academic training. Policies that need to be taken include the facilitation of community-based collaborative projects that place teachers as initiators of social activities at the village level to break the existing sociological gap. Improving emotional literacy and a culture of openness to peer criticism must also be a priority agenda in academic supervision. Without strengthening the social aspect and personal flexibility, competency transformation will be trapped in administrative achievements alone without touching the essence of humanist and transformative learning.

The limitation of this study lies in the limited scope of the population in one educational institution, so the generalization of the findings to the wider teacher population needs to be done carefully. The use of self-report instruments also has the potential for subject bias in assessing personal competence objectively. Researchers are then advised to use a mixed-methods approach to delve deeper into the reasons behind low social participation through in-depth interviews. The addition of organizational support variables and school culture is also highly recommended to enrich the analysis of factors that hinder or accelerate the transformation of teacher competencies in the future.

The results of the study show that the competency profile of teachers at SDN 16 South Bengkulu is in the very good category, especially in the pedagogic and personality dimensions. Mastery of learning theory, the ability to design contextual materials, and personal integrity as exemplary figures are the dominant forces that support the creation of a meaningful learning ecosystem. This achievement indicates that the acceleration of understanding of the new curriculum paradigm has been adequately internalized in most educators.

Identification of areas that need reinforcement reveals significant discrepancies in the dimensions of social competence and professional openness. The lowest scores were found in indicators of teacher involvement in social activities at the village level as well as low responsiveness to feedback from peers. These findings confirm that the transformation of teacher competencies is still centered on the instructional aspect in the classroom and has not touched on the strategic role of teachers as agents of social change in the broader community environment.

The novelty of this research lies in the paradoxical mapping between the professional-individual maturity of teachers and their sociological alienation from the dynamics of local society. Previous studies have generally only highlighted technical barriers or lack of digital facilities, while this study has identified that the main obstacle to educational transformation lies precisely in the weakness of external social networks. This phenomenon provides a new perspective in the education management literature regarding the importance of balancing pedagogical intelligence with the sociological intelligence of educators.

The contribution of the originality of this study can be seen in the disclosure of mental resistance to collegial evaluation in the midst of high scores of technology mastery. The

combination of authoritative personality competency variables with rigidity in accepting peer criticism is a unique finding that has rarely been empirically explored at the public elementary school level. This offers a new thought that educational transformation requires the deconstruction of hierarchical work cultures towards a more inclusive and transparent collaborative culture.

This research provides a theoretical contribution to the development of a teacher competency model that integrates the Pedagogical Content Knowledge aspect with the Social Capital aspect. Practically, the results of this study are a reference for school principals to design professional development policies that are not only technocratic, but also touch on strengthening social and emotional character. The resulting policy implications encourage a reorientation of the teacher training curriculum to be more based on sociological needs in the field.

The main limitation of this research is that the scope of the population is limited to one educational institution, so generalization of findings to different geographical contexts needs to be done carefully. The use of self-report instruments also has the potential to give rise to subjectivity bias in independent competency assessment. The proposed recommendations include the need to strengthen a more humane clinical supervision system to increase teachers' openness to the continuous evaluation process in order to achieve better learning quality.

The researcher is then advised to explore the psychological variables that influence teachers' resistance to feedback through qualitative approaches or mixed methods. An in-depth analysis of school culture factors and administrative burden needs to be carried out to understand the causes of low social involvement of teachers outside the institutional environment. Expanding the research sample to other regions with different sociodemographic characteristics will enrich the validity of findings related to the transformation of teacher competencies nationally.

The development of research instruments based on direct performance observation is recommended to validate the self-report data used in this study. Future researchers can include the perspectives of other stakeholders, such as parents of students and community leaders, to get a more objective picture of teachers' social competence. The focus of further research on the effectiveness of peer mentoring programs in improving collaborative competence will be a valuable contribution to the literature on the development of educator professions in the era of disruption.

CONCLUSION

The most important finding of this study indicates that teachers' competency in creating meaningful learning is in the good to excellent category across almost all indicators, with the highest scores being in mastery of learning theory, use of technology, teaching authority, and suitability as role models. The lowest scores were found in teacher involvement in village activities and acceptance of peer feedback, which, while still considered good, provide room for improvement in aspects of external collaboration and openness to feedback. The added value of this research lies in its comprehensive mapping of teacher competencies, combining four key dimensions: pedagogical, professional, social, and personality, through a structured questionnaire. This approach yields a comprehensive picture of teachers' strengths and weaknesses in the context of meaningful learning and provides a framework that can be replicated in other schools for evaluation and professional development. This study's limitations lie in its scope, which included only one school and the use of subjective respondent perception data. Further research could be conducted with a broader scope, involving various educational levels, and combining perception data with direct observation of teaching practice. This approach is expected to yield a more in-depth analysis of the factors influencing teacher competency transformation.

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