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**An Analysis of Teachers' Professional Teaching Competence at
Sanggar Under the Guidance of Sekolah Indonesia
Kuala Lumpur, Malaysia**

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Abstrac

Teacher professional competence is one of the key factors determining the quality of the teaching and learning process, particularly in educational institutions serving students with unique characteristics, such as Sanggar Bimbingan (SB) in Malaysia. Teachers at Sanggar Bimbingan Semenyih, Kuala Lumpur, are required not only to possess strong subject matter knowledge but also to adapt their instructional strategies to the diverse academic, social, and cultural backgrounds of their students. This study aims to analyze the professional competence of teachers in implementing the teaching and learning process at Sanggar Bimbingan Semenyih, Kuala Lumpur. The research employed a qualitative approach using a case study method. Data were collected through classroom observations, in-depth interviews, and document analysis involving the school principal, teachers, and instructional documents. The data were analyzed through the stages of data reduction, data display, and conclusion drawing, while source and technique triangulation were applied to enhance the credibility of the findings. The results indicate that the teachers demonstrated good professional competence through mastery of subject content, preparation of instructional plans, implementation of diverse teaching methods, and effective use of instructional media in accordance with the school's

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conditions. Nevertheless, several challenges remain, including limited learning facilities, the heterogeneous abilities of students, and insufficient opportunities for continuous professional development. This study concludes that strengthening continuous professional development programs, enhancing institutional support, and providing adequate learning facilities are essential to improving teachers' professional competence, thereby enabling a more effective and sustainable teaching and learning process at Sanggar Bimbingan Semenyih, Kuala Lumpur.

Katakunci: competence, professionalism, teachers, learning, diaspora

INTRODUCTION

Teachers are the primary factor determining the success of the educational process, as they play a strategic role in planning, implementing, evaluating, and continuously improving teaching and learning activities. They also have a crucial responsibility in achieving educational goals by fostering the comprehensive development of learners' personalities and abilities across the cognitive, affective, and psychomotor domains (Fatmawati, I. 2021).

Teachers are the central figures in guiding students at school and facilitating their development toward maturity. Therefore, one of the first aspects that teachers should consider in attracting students' interest is maintaining a professional, respectable, and authoritative presence. As educators, teachers have the primary responsibility to educate, teach, guide, direct, train, assess, and evaluate students within the formal education system. (Mutia, R., & Saleh, M. 2020). Character education is an essential component of the education system that aims to develop individuals who are not only academically competent but also possess noble values that support the formation of positive character and personality (Asyha, Dkk 2024).

The quality of education is strongly influenced by teachers' competencies, particularly professional competence, which encompasses mastery of subject matter, the ability to implement effective instructional strategies, the integration of educational technology, and the capacity to conduct objective assessments. The success of Islamic Religious Education is largely dependent on several factors, especially the professional competence of teachers. Educators with strong professional qualifications are better equipped to create effective learning environments, thereby enabling students to achieve optimal learning outcomes (Azzahra, P. M., & Abidin, Z. 2024). Education is the primary means of developing and cultivating high-quality human resources through both informal education within the family and formal education in schools (Anwar, Dkk 202).

Education encompasses curriculum content, instructional strategies, discipline, objectives, and long-term educational goals. Therefore, educational objectives should be planned systematically over an extended period rather than being formulated abruptly following changes in leadership or educational policy. A well-planned

education system ensures that the resources and funding allocated to education generate meaningful and sustainable benefits for learners and society (Abubakar, Dkk 2024). In the context of 21st-century education, teachers' professional competence is no longer limited to mastery of subject matter but also encompasses the ability to adapt to advances in science and technology, as well as to the increasingly diverse characteristics and learning needs of students.

In the context of Sanggar Bimbingan (SB) in Malaysia, teachers' professional competence plays a more complex role than in conventional schools. Sanggar Bimbingan is an educational institution that provides learning opportunities for Indonesian children, particularly the children of Indonesian migrant workers, who have limited access to formal education. In addition to delivering academic instruction, teachers are also responsible for fostering students' character by instilling positive values and promoting the development of desirable personal qualities (Hidayat Dkk 2025). The establishment of Sanggar Bimbingan (SB) represents one of the Indonesian government's efforts to fulfill its responsibility to ensure the right to education for Indonesian citizens living abroad. Therefore, teachers working at SB are expected not only to demonstrate strong pedagogical and professional competencies but also to address the various challenges arising from limited educational facilities, the diverse backgrounds of students, and the social and cultural contexts of the host country.

Sanggar Bimbingan (SB) Semenyih, Kuala Lumpur, is one of the educational centers that provides learning opportunities for Indonesian diaspora children in Malaysia. The students, who predominantly come from families of Indonesian migrant workers, exhibit diverse characteristics in terms of academic ability, learning experiences, and socioeconomic backgrounds. This diversity requires teachers to possess a high level of professional competence to effectively manage the teaching and learning process, create a conducive learning environment, and ensure that every student receives quality educational services. At the same time, limited learning facilities, a shortage of teaching staff, and the high mobility of students present significant challenges to the effective implementation of the educational process.

Numerous studies have demonstrated that teachers' professional competence has a significant influence on the quality of instruction and students' learning outcomes. Teachers who possess strong subject matter expertise, are able to select appropriate instructional methods, effectively utilize teaching media, and conduct systematic assessments are more likely to facilitate effective learning experiences. However, most previous studies have focused on formal schools in Indonesia, while research examining the professional competence of teachers working in educational institutions serving Indonesian diaspora children abroad, particularly Sanggar Bimbingan (SB) in Malaysia, remains relatively limited. This situation highlights a research gap that warrants further investigation.

Analyzing the professional competence of teachers at Sanggar Bimbingan (SB) Semenyih, Kuala Lumpur, is important because it provides a comprehensive understanding of teachers' ability to carry out their professional responsibilities within an educational setting characterized by unique challenges and conditions. Furthermore, the findings of this study are expected to identify the factors that support and hinder the development of teachers' professional competence, thereby serving as

a basis for designing programs aimed at improving the quality of educators in Sanggar Bimbingan. The study is also expected to contribute to the development of educational policies for Indonesian children living abroad, particularly by enhancing the quality of educational services through the strengthening of teachers' professional competence.

Based on the foregoing discussion, this study aims to analyze the professional competence of teachers at Sanggar Bimbingan (SB) Semenyih, Kuala Lumpur, by examining their mastery of subject content, ability to design and implement the teaching and learning process, utilization of instructional media and educational technology, and implementation of student learning assessments. The findings of this study are expected to serve as a valuable reference for Sanggar Bimbingan administrators, Indonesian educational policymakers responsible for overseas education, and future researchers in developing strategies to enhance teachers' professional competence in educational institutions serving the Indonesian diaspora.

METHODE

This study employed a qualitative approach using a case study method to obtain an in-depth understanding of teachers' professional competence in implementing the teaching and learning process at Sanggar Bimbingan (SB) Semenyih, Kuala Lumpur. This approach was selected because it enables a comprehensive exploration of the phenomenon based on real-world conditions, thereby providing insights into various dimensions of teachers' professional competence as well as the factors influencing its development and implementation.

The study was conducted at Sanggar Bimbingan (SB) Semenyih, Kuala Lumpur, Malaysia. The research participants were selected using a purposive sampling technique, whereby participants were chosen based on their knowledge and experience relevant to the focus of the study. The participants consisted of the school principal and teachers who were actively involved in the teaching and learning process at Sanggar Bimbingan Semenyih, Kuala Lumpur.

The research data were collected using three data collection techniques: classroom observation, in-depth interviews, and document analysis. Observations were conducted to directly examine the teaching and learning process, teacher-student interactions, the use of instructional media, and the implementation of instructional strategies in the classroom. Semi-structured in-depth interviews were carried out to obtain detailed information regarding teachers' subject matter mastery, lesson planning, professional development, the integration of educational technology, and the various challenges encountered during the teaching and learning process. Document analysis was employed to complement the data by reviewing instructional materials, teaching modules, lesson plans, attendance records, student learning assessment documents, and other relevant supporting documents.

The data were analyzed using the interactive model proposed by Miles, Huberman, and Saldaña, which consists of three stages: data reduction, data display, and conclusion drawing or verification. Data reduction involved selecting,

categorizing, and simplifying the data relevant to the research objectives. Subsequently, the data were presented in the form of descriptive narratives to facilitate interpretation. The final stage involved drawing and verifying conclusions, which was carried out continuously throughout the research process until credible findings were obtained.

The trustworthiness of the data was ensured through source triangulation and methodological triangulation. Source triangulation was conducted by comparing information obtained from the school principal, teachers, and school documents, while methodological triangulation involved comparing findings derived from classroom observations, in-depth interviews, and document analysis. In addition, member checking was conducted with the participants to verify that the researchers' interpretations accurately reflected the information provided, thereby enhancing the credibility of the research findings

RESULTS AND DISCUSSION

The findings of this study indicate that the professional competence of teachers at Sanggar Bimbingan (SB) Semenyih, Kuala Lumpur, is generally at a good level. The teachers were able to implement the Indonesian curriculum while adapting the teaching and learning process to the characteristics and educational needs of students from Indonesian migrant worker families. Education plays a fundamental role in human life and serves as a key driver of national development. In the Indonesian context, education is regarded as a crucial foundation for improving the nation's human resources and supporting sustainable national progress (Wardani, K., & Darmawan, P. 2024). When teachers are able to identify and assess the varying abilities of students in their classrooms, they can more effectively plan and prepare instructional activities that are tailored to students' learning needs (DistaD kk, 2024).

The emergence of new challenges requires innovation in instructional methods to better address the individual learning needs of students through more personalized learning approaches (Ritonga Dkk 2024). Each student possesses unique characteristics, which are reflected in the ways they learn and interact within the classroom environment (Ringo, S. S. 2025). Despite facing various limitations, the teachers consistently strive to provide effective learning experiences through strong subject matter mastery, the implementation of diverse instructional methods, the effective use of instructional media, and the continuous assessment of students' learning outcomes.

Teachers are the cornerstone of the teaching and learning process. The higher the quality of teachers' performance, the greater the quality of learning experiences and educational outcomes in the classroom (Isnaini, L., & Astuti, T. 2023). A professional teacher is one who is able to manage and develop their professional capabilities effectively while carrying out their responsibilities as both an instructor and an educator (Irmawati, I., & Mariah, M. 2020). The findings indicate that the teachers demonstrated strong mastery of the subject matter in accordance with their respective fields of instruction. This mastery was reflected in their ability to explain learning concepts systematically, provide relevant examples drawn from everyday

life, and connect the subject content with students' prior learning experiences, thereby making the teaching and learning process more meaningful and engaging.

Furthermore, the teachers were able to respond to students' questions clearly and reinforce concepts that had not yet been fully understood through repeated explanations, illustrations, and additional examples. Strong subject matter mastery is one of the primary indicators of teachers' professional competence, as it enables them to deliver instruction accurately, effectively, and in alignment with the intended learning outcomes. Well-developed professional competence not only enhances the quality of the teaching and learning process but also contributes significantly to improving students' academic achievement and overall learning outcomes (Wahyudi. 2010).

Teachers have diverse responsibilities both within and beyond the school environment. Therefore, their role extends beyond merely teaching and facilitating students' learning; it also includes the responsibility of instilling values, attitudes, and life skills that will prepare students for their future personal, social, and professional lives (Listyana, R. 2018). The teachers employed a variety of instructional strategies to create an active, engaging, and enjoyable learning environment. Building strong relationships between teachers and students is one of the key classroom management practices that fosters a positive school climate and supports effective teaching and learning (Andini Dkk 2024). The lecture method was combined with group discussions, question-and-answer sessions, assignments, student presentations, and simple project-based learning activities. The use of diverse instructional methods was intended to enhance student participation among learners with varying academic abilities and educational backgrounds. In addition, the teachers sought to foster positive classroom interactions, enabling students to feel comfortable, engaged, and confident throughout the teaching and learning process.

Before the teaching and learning process began, the teachers systematically planned instruction by preparing instructional materials, including teaching modules, learning resources, instructional media, and assessment instruments. These instructional materials were developed in accordance with the **Merdeka Curriculum** and were adapted to students' characteristics, learning objectives, and the school context. The teaching modules served not merely as administrative documents but also as the primary guide for teachers in managing all stages of instruction, from the introduction and core learning activities to the closing session. Through well-prepared instructional planning, teachers were able to manage instructional time effectively, select appropriate teaching strategies, and determine assessment methods capable of comprehensively measuring students' achievement of the intended learning competencies (Mulyani, H., & Insani, M. N. (2023).

The findings indicate that the teachers utilized a variety of instructional media, including both printed and digital resources. The use of presentations, instructional videos, educational images, and simple learning applications helped enhance students' interest and engagement in learning. In addition, the teachers effectively utilized the

available technological resources to enrich students' learning experiences and support the achievement of the intended learning outcomes.

Nevertheless, the integration of technology into the teaching and learning process has not yet been fully optimized due to limitations in supporting facilities, including the limited availability of instructional devices, inconsistent internet connectivity, and the shortage of digital learning resources within the school. These constraints have encouraged teachers to be more creative in developing simple yet effective instructional media that can be successfully implemented in the classroom.

The teachers conducted continuous assessment through both formative and summative evaluation methods. Assessment was carried out using written tests, individual assignments, group projects, presentations, practical activities, and observations of students' learning behaviors and classroom participation. The assessment results were used as the basis for providing constructive feedback, refining instructional strategies, and designing remedial as well as enrichment programs tailored to students' individual learning needs.

The teachers conducted continuous assessment as an integral component of the teaching and learning process. Assessment was carried out not only at the end of instruction but also throughout the learning process through formative assessment and at the completion of specific units or instructional periods through summative assessment. The implementation of continuous assessment enabled teachers to obtain comprehensive information regarding students' progress, levels of understanding, and achievement of the intended learning competencies (Felix, F., & Pinem, I. 2025). The teachers also paid close attention to the development of students' attitudes, skills, and knowledge, ensuring that the assessment process was not limited to cognitive achievement but also encompassed the affective and psychomotor domains.

The study identified several factors influencing the professional competence of teachers at Sanggar Bimbingan (SB) Semenyih, Kuala Lumpur. Limited educational facilities and infrastructure remain among the primary challenges affecting the implementation of the teaching and learning process. In addition, the heterogeneous academic abilities of students require teachers to adopt more flexible and adaptive instructional strategies to effectively address diverse learning needs.

Opportunities for teachers to participate in training programs, seminars, and continuing professional development activities remain limited due to constraints related to time, financial resources, and geographical location. These limitations restrict teachers' access to the latest innovations in teaching and learning. Nevertheless, the teachers actively sought to enhance their professional competence through self-directed learning by engaging in professional discussions with colleagues, participating in online training programs, utilizing a variety of digital learning resources, and reflecting on their instructional practices to continuously improve the quality of teaching

DISCUSSION

The findings of this study indicate that the professional competence of teachers at Sanggar Bimbingan (SB) Semenyih, Kuala Lumpur, has generally supported the effective implementation of education for Indonesian diaspora students. The results

demonstrate that the teachers not only possess strong mastery of subject matter but are also capable of adapting the teaching and learning process to accommodate students from diverse academic, social, and cultural backgrounds. Such competence represents a key indicator of teacher professionalism, as stipulated in Indonesia's Law No. 14 of 2005 on Teachers and Lecturers, which defines professional competence as encompassing comprehensive and in-depth mastery of subject matter, as well as the ability to continuously develop professional knowledge and expertise.

Mastery of subject matter emerged as a key factor supporting the effectiveness of the teaching and learning process at Sanggar Bimbingan (SB) Semenyih, Kuala Lumpur. The teachers were able to explain concepts systematically, relate instructional content to students' everyday experiences, and reinforce concepts that had not yet been fully understood. These capabilities demonstrate that teachers function not only as transmitters of knowledge but also as facilitators who actively support students in constructing their own understanding. This finding is consistent with previous studies, which suggest that strong subject matter mastery is a fundamental component of teachers' professional competence and contributes significantly to improving the quality of instruction and students' learning outcomes (Mulyasa 2021) which states that mastery of subject matter constitutes the foundation of teachers' professional competence, as it determines the quality of instructional delivery, the appropriateness of instructional strategy selection, and teachers' ability to guide students in achieving the intended learning objectives.

In addition to subject matter mastery, the teachers' ability to effectively manage the teaching and learning process reflects a high level of professional competence. The teachers employed a variety of instructional methods, including group discussions, question-and-answer sessions, assignments, student presentations, and simple project-based learning activities to enhance students' engagement and active participation in the learning process (Sholihah, M., & Amaliyah, N. 2022). The use of diverse instructional methods is essential because students at Sanggar Bimbingan (SB) Semenyih possess heterogeneous learning abilities resulting from differences in their previous educational experiences. Teachers' ability to adapt instructional strategies to students' individual learning needs reflects the implementation of a student-centered learning approach. This approach fosters the development of critical thinking, communication, collaboration, and problem-solving skills, which are widely recognized as essential competencies for 21st-century learning (Rahmatullah, Dkk 2025).

The integration of instructional media and educational technology also represents an important indicator of teachers' professional competence. The findings revealed that the teachers utilized digital media, presentation tools, instructional videos, and various online learning resources to enrich students' learning experiences and enhance the effectiveness of the teaching and learning process (Irmawati, I., & Mariah, M. 2020). Nevertheless, the integration of educational technology has not yet been fully optimized due to limitations in supporting facilities, particularly unreliable

internet access and the limited availability of instructional devices. These findings suggest that teachers' professional competence is influenced not only by their individual capabilities but also by institutional support in the form of adequate educational facilities and infrastructure. Therefore, improving the quality of teaching and learning requires a synergistic approach that combines the enhancement of teachers' professional competence with the provision of sufficient educational resources and facilities.

This study also found that the teachers conducted continuous assessment through both formative and summative evaluation. The assessment process was not solely focused on students' cognitive achievement but also encompassed the development of their attitudes and practical skills. The assessment results were used as the basis for designing remedial and enrichment programs, thereby enabling instruction to be more responsive and adaptive to students' individual learning needs. These practices demonstrate that the teachers have implemented the principle of assessment as an integral component of the teaching and learning process rather than merely as a tool for measuring students' learning outcomes.

On the other hand, this study identified several challenges affecting the development of teachers' professional competence. Limited educational facilities, the heterogeneous academic abilities of students, and restricted opportunities to participate in professional development programs emerged as the primary constraints. These conditions differ from those in formal schools in Indonesia, which generally have broader access to teacher professional development initiatives. For teachers at Sanggar Bimbingan, professional competence development often depends on personal initiative through participation in online training, collaboration and discussions with fellow teachers, and self-directed learning. These findings suggest that the sustainable development of teachers' professional competence requires more systematic support from the Indonesian government and the institutions responsible for managing educational services for Indonesian citizens abroad.

The characteristics of students at Sanggar Bimbingan (SB) Semenyih, Kuala Lumpur, also present particular challenges for teachers. Most students come from Indonesian migrant worker families with diverse educational experiences. Differences in academic abilities, learning motivation, and socioeconomic conditions require teachers to possess a high level of adaptability in designing and implementing instructional activities. Therefore, teachers' professional competence in the context of diaspora education is not limited to subject matter mastery but also includes the ability to understand students' learning needs and develop inclusive and flexible instructional strategies.

CONCLUSION

This study demonstrates that the professional competence of teachers at Sanggar Bimbingan (SB) Semenyih, Kuala Lumpur, is generally categorized as good. The teachers were able to master the learning materials, prepare instructional plans, implement various teaching methods and learning media, and conduct continuous assessments in accordance with students' characteristics and learning needs. These

competencies contribute to the creation of an effective teaching and learning process for Indonesian diaspora children.

However, several challenges remain, including limited learning facilities, the heterogeneous abilities of students, and restricted opportunities for teachers to participate in professional development activities. Therefore, continuous support is required through the improvement of educational facilities and the implementation of sustainable teacher competency development programs to further optimize the quality of learning at Sanggar Bimbingan (SB) Semenyih, Kuala Lumpur.

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