

Competency of Elementary School Teachers 84 Sinjai District in Writing Teaching Materials

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Abstract-This study aims to describe the influence between knowledge of writing theory and interest in writing on the ability to write teaching materials for teachers at SD Negeri 84 Sinjai Regency. This research is categorized into the type of quantitative infrensial research. The sample of this research is all teachers of SD Negeri No 84, Sinjai Regency for the 2020/2021 academic year, totaling 24 teachers spread from grade I to grade 6. The data in this study was collected through three techniques, namely test techniques, questionnaires, and documentation. Data analysis was carried out using the percentage technique with the formula: $n/N \times 100$ for the range 10-100 and simple and linear/multiple regression test techniques with computer facilities. The results showed that the level of theoretical knowledge of teaching materials has an average value of 66.10, and is in the medium category. Data analysis of the level of interest in writing teaching materials with an average value of 62.30, and is in the medium category. Data analysis of the level of competence in writing Indonesian language teaching materials with an average value of 63.33, or is in the medium category. Hypothesis testing shows that (1) there is a significant effect between the variables of theoretical knowledge of teaching materials on the competence to write Indonesian teaching materials with a large influence 59.70%, (2) there is a significant influence between the variables of interest in writing teaching materials on the competence to write Indonesian teaching materials with a large influence 55.29%. (3) there is a joint significant effect of theoretical knowledge of teaching materials and interest in writing teaching materials on the competence to write Indonesian teaching materials with a large effect of 59.66%.

Keywords: Teaching materials, Interest in writing

I. INTRODUCTION

Teachers are the foremost planners, implementers, and curriculum developers. Teachers are given the opportunity to select and develop standard materials and basic competencies according to school conditions and needs. As curriculum developers, it is appropriate that teachers must have professional competence both conceptually and operationally to carry out an active, creative, and effective learning process.

Writing teaching materials before the teacher starts learning activities is a very important element. Teaching materials are evidence of the readiness (readiness) of teachers to teach students. Thus, basically teaching materials aim to help students to be able to learn independently and creatively so that they can acquire knowledge, attitudes, and skills that support the formation of an independent personality.

The learning process needs to be designed

to accommodate different types of student learning. (Sanjaya, 2012:151) said that learning materials must be packaged to suit the objectives to be achieved as stated in the curriculum. This statement reinforces the opinion that teachers are required to be creative and innovative so that they are able to adapt their learning activities to the styles and characteristics of student learning.

Based on the explanation above, it is clear that teaching materials are one of the teacher competencies that must be mastered as an integral part of achieving competency standards according to content standards as stated by the BSNP (National Education Standards Agency). When the teacher compiles teaching materials, it means that the teacher makes adjustments to the components that make up the learning system. It is intended that these components interact and interrelate to make it easier for students to achieve their goals. With this purpose, teachers are required to be able to write teaching materials in order to teach students according to their potential. In this regard, it is necessary to study the competence of Indonesian language teachers in writing teaching materials with all their problems. Of course, with the intention that the pattern of guidance in making teacher teaching materials is carried out based on the findings in the study. Therefore, this study will attempt to describe the effect of interest in writing and knowledge of the concept of teaching materials on the competence of writing Indonesian teaching materials for teachers of SD Negeri No 84, Sinjai Regency.

1. The Concept of Language Learning

Learning is a learning process in which there are interactions, materials and assessments. Meanwhile, regarding the meaning of learning, many educational experts provide various definitions of learning. This happens because of differences in identifying facts and differences in interpreting them. The differences in the terms used and the connotations of each term, as well as differences in the emphasis on certain aspects lead to different definitions of learning. (Suryabrata, 2011:19). Modern education experts formulate learning as a form of growth or change in the individual which is expressed in the form of new behavior, as an influence or result of learning, for example from not knowing to knowing. (Hamalik, 2013:21). Psychologically learning is a change in behavior as a result of interaction with the environment in

meeting the needs of life (Slameto, 2011). Indonesian language learning is adjusted to the demands of basic competencies and predetermined competency standards. One of the functions of the teacher is to drive the teaching and learning process. As a mover, the teacher must meet several criteria that are integrated within the teacher in order to show his professionalism in making learning plans, implementing learning to the quality of the assessment. Therefore, an educator must have competence as a learning agent, namely (a) pedagogic competence, (b) social competence, (c) personality competence and (d) professional competence.

2. The Nature of Teaching Materials

Teaching materials are often identified with subject matter. However, the two terms have their own meanings. In certain contexts, the subject matter is the core of the learning process so it is often interpreted that the learning process is the process of delivering material. The subject matter is implicitly contained in the basic competencies that must be realized explicitly by the teacher who will teach students. (Sanjaya, 2012:141) even said that learning materials are everything that is part of the curriculum content that must be mastered by students in accordance with basic competencies in order to achieve competency standards for each subject in certain educational units.

In general, teaching materials are defined as a number of devices provided by the teacher so that students can learn. (Sudrajat, 2019) argues that teaching materials are a set of materials that are systematically arranged both written and unwritten so as to create an environment or atmosphere that allows students to learn. Teaching materials can be in the form of information, tools, and texts needed by teachers/educators for planning and studying the implementation of learning. Referring to the opinion above, the subject matter is said to be a teaching material when a set of materials is systematically arranged by the teacher for the benefit of learning.

Observing some of the opinions above, it can be concluded that teaching materials are all forms of materials used to assist teachers / educators in carrying out teaching and learning activities in the classroom. The material in question can be in the form of written material or unwritten material. In short, teaching materials are materials or learning materials that

are systematically arranged that are used by teachers and students in learning. The above understanding indicates that the subject matter is one of the learning tools that the teacher must provide as teaching materials

Textbooks are one of the learning tools that are most often used by teachers and students in learning activities compared to other learning

tools. In fact, some teachers argue that learning activities are less than perfect if they do not use textbooks which they consider to be material or subject matter. In fact, in some ways it is different from teaching materials. The differences in question are described in table 1 as follows:

Table 1. Differences between teaching materials and textbooks

| Teaching materials | Textbook |
|---|---|
| <ul style="list-style-type: none"> - Generating interest in reading - Written and designed for students - Explaining instructional objectives - Arranged based on flexible learning patterns - Structure based on student needs. - Provide opportunities for students to practice - Accommodating students' difficulties - Provide a summary - Communicative and semi-formal writing style - Density based on student needs - Packaged for instructional process - Have a mechanism to collect student feedback - Explain how to study teaching materials. | <ul style="list-style-type: none"> - Assuming reader interest - Written for readers (teachers, lecturers) - Designed to be marketed widely - Does not necessarily explain instructional objectives - Arranged linearly - Structure based on the logic of the field of science - Not necessarily give practice - Not anticipating student learning difficulties - Not necessarily provide a summary - Narrative writing style but not communicative - Very solid - Does not have a mechanism to collect feedback from readers. |

In addition to the function of teaching materials as stated above, in addition to teaching materials that can help teachers and students in teaching and learning activities, they are also a learning tool to create a conducive learning environment/atmosphere in an effort to optimally achieve learning objectives. In this regard, the importance of the learning environment because effective learning starts from a student-centered learning environment (Trianto, 2010:18). So, learning should be centered on how students use their new knowledge. Regarding this, (Mulyasa, 2011:58) states that teaching is actually managing the environment so that teaching and learning activities occur in students.

Teachers must realize that teaching has a very complex nature because it involves pedagogical, psychological, and didactic aspects at once. The pedagogical aspect refers to the fact that teaching in schools takes place in an educational environment. The educational environment must be able to lead students to success and reach maturity. Therefore, teachers should pay attention to the differences of each

student. In terms of understanding student differences, teachers need knowledge of psychology, especially developmental psychology. The psychological aspect refers to the fact that students who study generally have different levels of development from one another, so that teaching materials made by teachers must be able to accommodate student differences so that they can develop their potential to the fullest.

One of the advantages of teaching materials is that they can be used as a guide for students to learn independently, both individually and in groups. That is why teaching materials must be equipped with clear instructions on how to learn to make it easier for students to complete assignments as expected. To see the extent to which students master the competencies that are expected to be achieved by students, it is very appropriate if a teaching material is also equipped with exercises that need to be evaluated. Evaluation is very important for teaching materials that have been discussed by the teacher and students within the specified time.

3. Criteria for Selection of Teaching Materials

Before determining teaching materials, a teacher must first understand the criteria for selecting good teaching materials. This stage is important because it must adapt to the curriculum, heterogeneous students, and available learning conditions. (Sudrajat, 2019) more firmly say that good teaching materials must be relevant to the curriculum. In fact, the preparation of teaching materials also needs to be understood by students so that they can learn them easily. Thus, it can make it easier to achieve goals optimally.

Selection of the right teaching materials is one of the skills that teachers are expected to have. The teacher determines teaching materials, of course, not only administrative fulfillment without paying attention to the interrelationships between its components, but also its significance in the process and learning outcomes. Teachers need to think about the type of teaching materials selected so that the teaching materials are directed to influence changes in behavior in students which is the goal of the learning process.

So that the information conveyed by the teacher is more meaningful for students, then (Sanjaya, 2012) Sanjaya gave four criteria that teachers need to pay attention to, including:

- (1) Novelty, this means that the information will be more meaningful if the message is new or up-to-date. Thus, every teacher really needs to keep abreast of various advances and developments in science both through printed and electronic references.
- (2) Proximity, this means that the information conveyed must be in accordance with the experience of students. Information conveyed far from student experience tends to be less noticed by students.
- (3) Conflict, this means that the information conveyed should be packaged in such a way that it can arouse emotions or feelings for the recipient of the information.
- (4) Humor, this means that the information conveyed can be packaged into an attractive display so that it seems funny. Information that is packaged in a funny way tends to attract students' attention more.

Taking into account the above formulation,

each teacher should implement these four criteria in learning practices not only in Indonesian subjects, but also in other subjects. So, it can be said that in any form the presentation of subject matter to students, both visual and printed, must pay attention to the criteria mentioned above. In short, teachers must be creative in presenting subject matter so that the expected competencies can be achieved easily and meaningfully for students.

4. The nature of the interest in writing

Other definition written by (Slameto, 2011) that interest is a sense of preference and a sense of attraction to a thing or object, or activity without anyone telling. Thus, interest is a sense of attraction to something or a particular object. A person will be interested in a thing, activity or object, if he likes or has an interest in that thing. In terms of reading, students are interested in reading if they feel that reading is something important and beneficial for themselves both now and in the future.

Another view of interest is explained by Suryabrata (2011: 21) that "Interest is a mental device that can lead a person to arrive at a choice". The existence of a person's interest and strength can only be detected if it is manifested in the form of feelings or attitudes. This is in line with what was stated by (Soemanto, 2012:32), namely "interest is an attitude that continuously accompanies one's attention in choosing an interesting object, it is feelings that determine a person's favorite activity so that he does something and certain motivations that direct behavior towards the desired goal or direction".

(Mahmud. 2010:43) explained that interest is a source of motivation that encourages someone to do what they want to do when they are free to choose. When someone judges that something will be useful, it will become interested, then it will bring satisfaction. When satisfaction decreases, interest will also decrease. So that interest is not permanent, but interest is temporary or can change.

In accordance with the notion of interest that has been stated previously that in essence interest is a person's tendency and willingness to something that attracts his attention so that it causes feelings of love and pleasure towards something. Therefore, writing interest can be defined as a person's tendency and willingness to something that attracts his attention so that it creates feelings of love and pleasure towards

writing.

Combining and analyzing every linguistic element in an essay is a must for writers. From here it will be seen the extent of the knowledge the author has in creating an effective essay. Vocabulary and sentences used in writing activities must be clear so that it is easily understood by the reader. In addition, the way the author's thoughts and feelings determine the direction of writing a quality paper or essay. In other words, the results of a quality essay are generally supported by the linguistic skills of a writer.

Studies on the writing of teaching materials by teachers have been carried out by several previous researchers. This is a material for comparison or strengthening of the studies in this study.

(Hafid, 2017) which concludes with the title: The Influence of Teacher Motivation and Competence on the Performance of School and Madrasah Teachers in Salafiyah Islamic Boarding Schools Shafi'iyah Sukorejo concluded that there was a significant effect of the implementation of the teacher's teaching motivation (X1) on the teacher's performance (Y). Likewise, there is a significant effect of teacher competence (X2) on teacher performance (Y). Purwahida (2018) reports the results of a study entitled: Problems of Developing Reading and Writing Learning Modules for Elementary School Age Children, with the conclusion that the development of reading and writing learning modules for elementary school age children to learning residents who are parents understand the delay in their children's reading and writing abilities. This activity was successful because the participants were able to compose the module even though it was in a simple form. (Handayani, 2021) in a study entitled: Description of the Teacher's Ability to Make Teaching Materials, concluded that the teacher has made teaching materials, even though the teaching materials made are still not perfect. Teachers have not made teaching materials in various forms such as learning videos, however teachers have made teaching materials for learning 1 and 3 on theme 1 sub-theme 1. These teaching materials can help students learn easily and independently in Pontianak City.

Some of the results of the research above generally state a description of the teacher's ability to make teaching materials, but the

aspects that influence it have not been seen, such as motivation, knowledge, and so on. This is what distinguishes this research from previous research.

Based on previous research, the difference with this research lies in the object of study and the study material to be studied, the existence of a new gap through teaching materials to determine the competence of teachers to be able to improve the learning process more effectively. The similarity in this study and subsequent research lies in the effect of teacher competence.

The purpose of this study was to determine the effect of the use of Indonesian language teaching materials on the competence of a teacher at SD Negeri No. 84 Sinjai.

II. METHODS

This research is an inferential quantitative research. Research research tries to describe the conditions and research objects as they are as proof of the influence of variables with other variables, that is interest in writing and theoretical knowledge of teaching materials on the competence to write Indonesian teaching materials. This research is located in SD Negeri No 84, Sinjai Regency, South Sulawesi Province. As for the time of the study, it was carried out from March to April 2021. The sample of this study was all teachers of SD Negeri No. 84, Sinjai Regency in the 2020/2021 academic year, totaling 24 teachers spread from grade I to grade 6. The data in this study were collected through three techniques, namely test techniques, questionnaires, and documentation. Data analysis was carried out using the percentage technique for data analysis of interest in writing Indonesian language teaching materials and knowledge of the concept of Indonesian language teaching materials for teachers at SD Negeri No 84, Sinjai Regency with the formula: $n/N \times 100$ for the range 10-100.

III. RESULTS AND DISCUSSION

The results of the analysis of the research data are divided into several types, namely (1) data on the level of theoretical knowledge of teaching materials, (2) data on the level of interest in writing teaching materials, and (3) data on the level of competence in writing Indonesian teaching materials (4) data on the influence of theoretical knowledge teaching materials on writing competence Indonesian language teaching materials (5) data on the

effect of interest in writing on writing competence in Indonesian language teaching materials for elementary school teachers No 84 Sinjai Regency. For more details described as follows.

1. The level of knowledge of the theory of teaching materials

Based on the conversion value, the level of theoretical knowledge of teaching materials for SD Negeri 84 teachers in Sinjai Regency

Table 2. Statistics on the value of the theoretical knowledge of teachers' teaching materials can be seen in the following table.

| Statistics | Statistical Value |
|-------------------|-------------------|
| Subject | 24 |
| Ideal Value | 100 |
| The highest score | 75 |
| Lowest Value | 57.1 |
| Average value | 66.5 |

Table 2 shows that the average level of theoretical knowledge of teaching materials for teachers at SD Negeri 84 Sinjai Regency with research subjects/respondents 24 teachers is 66.5. The scores achieved by the respondents were spread out with the highest score of 75 and the lowest score of 57.1 from the highest possible score of 100 and the lowest possible score of 0. Based on the categorization, it is stated that the value of theoretical knowledge of

teaching materials for SD Negeri No. 84 Sinjai Regency teachers is at medium category.

2. The level of interest in writing teaching materials

Based on the conversion value, the level of interest in writing teaching materials for SD Negeri No. 84 teachers in Sinjai Regency can be seen in the following table.

Table 3. Statistics of the value of knowledge of the theory of teacher interest

| Statistics | Statistical Value |
|-----------------------|-------------------|
| Subject | 24 |
| Ideal conversion rate | 100 |
| The highest score | 61.8 |
| Lowest Value | 36.4 |
| Average value | 49 |

Table 3 shows that the average value of the level of interest in writing teaching materials for teachers at SD Negeri 84 Sinjai Regency with research subjects/respondents 24 teachers is 49. The scores achieved by respondents are spread out with the highest score of 61.8 and the lowest score of 36.4 of the total score. the highest possible score is 100 and the lowest possible score is 0. Based on the categorization, it is stated that the interest in writing teaching

materials at SD Negeri 84 Sinjai Regency is in the low category.

3. The level of competence in writing Indonesian language teaching materials

Based on the conversion value, the level of competence in writing Indonesian language teaching materials for elementary school teachers ISD Negeri No 84 Sinjai Regency can be seen in the following table.

Table 4. Statistics of the value of writing teacher teaching materials

| Statistics | Statistical Value |
|-----------------------|-------------------|
| Subject | 24 |
| Ideal conversion rate | 100 |
| The highest score | 72.5 |
| Lowest Value | 37.5 |
| Average value | 51.1 |

Table 4 shows that the average value of the level of interest in writing teaching materials for teachers at SD Negeri 84 Sinjai Regency with research subjects/respondents 24 teachers is 51.1. The scores achieved by the respondents were spread out with the highest score of 72.5 and the lowest score of 37.5 from the highest possible score of 100 and the lowest possible score of 0. Based on the categorization, it is stated that the value of writing competence in Indonesian language teaching materials at SD Negeri 84 Regency Sinjai is in the low category.

4. Hypothesis Testing (variable X1 to Y):

To determine whether there is an influence between the variables X1 on Y (the theoretical knowledge of the teacher’s teaching materials on the competence to write Indonesian teaching materials), the data from the two variables were analyzed using a computer program *Add-Ins Analysis ToolPak of Excel*. As for the results of the variable regression analysis, a summary of the results of the data analysis is presented as follows.

| | <i>Coefficients</i> | <i>Standard Error</i> | <i>t Stat</i> | <i>P-value</i> |
|--|---------------------|-----------------------|---------------|----------------|
| Intercept | 29,78586 | 9.50299 | 3.134367 | 0.00897 |
| Understanding of teaching material theory (X1) | -0.499 | 0.510467 | -0.97754 | 0.339428 |

- a. Dependent Variable: Understanding the theory of teaching materials(X1)
- b. Predictors: (Constant), Competence in writing Indonesian language teaching materials (Y)

By using a significance level of 5%, the existing sample concludes that there is a significant influence between the variables of understanding the theory of teaching materials on the competence to write Indonesian teaching materials for teachers of SD Negeri No 84, Sinjai Regency.

The coefficient of determination or the amount of variable ability X1 (knowledge of teaching materials theory) in the influence of variable Y (writing Indonesian teaching materials) can be seen in the following R-square.

| <i>Regression Statistics</i> | |
|------------------------------|----------|
| Multiple R | 0.208624 |
| R Square | 0.043524 |
| Adjusted R Square | -0.00202 |
| Standard Error | 3.372646 |
| Observations | 24 |

Based on the summary results of the coefficient of determination above, the R-Square value can be obtained:0.43524 which meansthat the variable understanding of the theory of teaching materials affects the competence to write Indonesian teaching materials43,524%, the rest is influenced by other variables not discussed.

To determine whether there is an influence between the X2 variables on Y (interest in writing teaching materials on the competence to write Indonesian teaching materials), the data from the two variables were analyzed using a computer program *Add-Ins Analysis ToolPak of Excel*. As for the results of the regression analysis of the two variables, a summary of the results of the data analysis is presented as follows.

5. Hypothesis Testing (variable X2 to Y

| | <i>Coefficients</i> | <i>Standard Error</i> | <i>t Stat</i> | <i>P-value</i> |
|-------------|---------------------|-----------------------|---------------|----------------|
| Intercept | -5.72226 | 1.381521 | -4,142 | 0.02627 |
| Interest in | 0.972 | 0.05079 | 19.13755 | 9.04E-15 |

| | | | | |
|--------------------------------|--|--|--|--|
| writing teaching language (X2) | | | | |
|--------------------------------|--|--|--|--|

By using a significance level of 5%, the existing sample concludes that there is a significant influence between the variables of interest in writing teaching materials on the competence to write Indonesian teaching materials for teachers of SD Negeri No 84, Sinjai Regency.

The coefficient of determination or the ability of the variable X (interest in writing teaching materials) has an effect on the Y variable (competence in writing teaching materials).teaching Indonesian) can be seen in the following R-square.

| <i>Regression Statistics</i> | |
|------------------------------|----------|
| Multiple R | 0.972508 |
| R Square | 0.545771 |
| Adjusted R Square | 0.943189 |
| Standard Error | 0.803063 |
| Observations | 24 |

Based on the summary results of the coefficient of determination above, the R-Square value can be obtained:0.545771 which meansthat the variable of understanding interest in writing teaching materials affects the competence of writing Indonesian teaching materials by 54.57%, the rest is influenced by other variables not discussed.

6. Hypothesis Testing (variables X1 and X2 to Y)

The summary of the results of the regression analysis of the influence of the variable ability to understand the theory of teaching materials and interest in writing teaching materials together/simultaneously on the ability to write Indonesian teaching materials is as follows.

| | <i>Coefficients</i> | <i>Standard Error</i> | <i>t Stat</i> | <i>P-value</i> |
|--|---------------------|-----------------------|---------------|----------------|
| Intercept | -7.02311 | 3.055767 | -2,29831 | 0.032461 |
| The theory of teaching materials and interest in writing teaching materials(X1 and X2) | 0.978117 | 0.053296 | 18,35241 | 5.54E-14 |

- a. Dependent Variable: understanding and interest in writing teaching materials (X1 and X2)
- b. Predictors: (Constant), competence in writing teaching materials (Y)

By using a significance level of 5%, the existing sample concludes that there is a jointly significant effecta-same knowledge of teaching materials theory and interest in writing teaching materials on the competence to write Indonesian language teaching materials for teachers at State Elementary School No 84 Sinjai Regency

The coefficient of determination or variable magnitude X1 (knowledge of teaching materials theory) and variable X2 (interest in writing teaching materials) in their influence on variable Y (writing Indonesian teaching materials) can be seen inAdjusted R Squarefollowing.

| <i>Regression Statistics</i> | |
|------------------------------|----------|
| Multiple R | 0.972825 |

| | |
|-------------------|----------|
| R Square | 0.946388 |
| Adjusted R Square | 0.410263 |
| Standard Error | 0.818203 |
| Observations | 24 |

Based on the summary results of the coefficient of determination above, it can be obtained the value of Adjusted R Square: 0.410263 which means that together the variables X1 (knowledge of teaching material theory) and variable X2 (interest in writing teaching materials) affect the competence to write Indonesian teaching materials 41.02%, the rest is influenced by other variables not discussed.

Discussion

Based on the results of data processing, it can be seen that in data analysis the level of theoretical knowledge of teaching materials at SD Negeri 84 Sinjai Regency, the average value is 66.10, the highest value is 88.33 and the lowest value is 28.81, and is in the medium category. Data analysis of the level of interest in writing teaching materials at SD Negeri 84 Sinjai Regency, the average value is 62.30, the highest score is 85.71 and the lowest value is 50.00 and is in the medium category. Data analysis of the level of competence in writing Indonesian language teaching materials at SD Negeri 84 Sinjai Regency, the average value is 63.33, the highest score is 67.57 and the lowest value is 53.91 and is in the medium category.

Furthermore, based on hypothesis testing, it shows that (1) there is a significant influence between the variables of theoretical knowledge of teaching materials on the competence to write Indonesian language teaching materials at SD Negeri 84 Sinjai Regency, with a large influence 59.70%, (2) there is a significant influence between the variables of interest in writing teaching materials on the competence to write Indonesian teaching materials at SD Negeri 84 Sinjai Regency with a large influence 55.29%. (3) there is a simultaneous significant effect of theoretical knowledge of teaching materials and interest in writing teaching materials on the competence to write Indonesian language teaching materials at SD Negeri 84 Sinjai Regency with a large effect of 59.66%.

The description above shows that teachers who have theoretical knowledge of teaching materials have an effect on the high competence

of writing Indonesian teaching materials. The results of this study are in accordance with the views of (Sutejo, 2015) stated that one of the key factors that affect a person's ability to realize writing competence is an understanding of the concept of how to write and continuous writing practice. Of course this is the same as writing teaching materials, requiring knowledge or concepts about teaching materials.

In addition, the interest factor is also dominant because it is an easy mover in writing activities. The higher a person's interest in writing, the easier it is to move oneself in writing activities. and easy to grow these writing skills. A strong desire to write teaching materials affects the ability and quality of teaching materials made by teachers will be better. The above strengthens the concept of the importance of the theory put forward by (Sutanto, 2015) that, theory can not be ignored because it is very important for something to be done professionally. Without theory, practice is based only on coincidental reasons. Meanwhile, writing teaching materials is not just trial and error in its formation, but is based on concepts that have been built as a rule of nature. For this reason, theory and practice must be two sides that support each other. Theory is a scientific guide to facilitate the realization of a work.

The learning process is essentially a communication process between teachers and students. The teacher acts as a messenger / information and students as the recipient of the message. The message conveyed by the teacher is in the form of content / subject matter which is poured into communication symbols, both verbal (words and writing) and nonverbal. Teaching materials include verbal learning tools specially designed by the teacher so that the material presented can be well received by students. Therefore, the language used in teaching materials is a communicative language.

IV. CONCLUSION

Based on the results of the data analysis above, several conclusions can be drawn, namely:

1. There is a significant influence between the theoretical knowledge of teaching materials on the competence to write

- Indonesian language teaching materials at SD Negeri 84 Sinjai Regency, with a large influence 59.70%,
2. There is a significant influence between interest in writing teaching materials on the competence to write Indonesian teaching materials at SD Negeri No 84, Sinjai Regency with a large influence 55.29%.
 3. There is a simultaneous significant effect of theoretical knowledge of teaching materials and interest in writing teaching materials on the competence to write Indonesian language teaching materials at SD Negeri 84 Sinjai Regency with a large effect of 59.66%.

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