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Analysis of Teacher Pedagogical Competence in Blended Learning Based Learning in Elementary Schools

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Abstract

Many elementary school teachers continue to face challenges in implementing blended learning due to limited knowledge in designing lesson plans (RPP) that align with this approach, despite having long teaching experience. These challenges highlight a gap between teaching experience and pedagogical competence in applying blended learning effectively. This study aims to evaluate the pedagogical competence of elementary school teachers in implementing blended learning at SDN 003 Siabu. The focus includes (1) teachers' pedagogical abilities, (2) assessment of lesson plans developed using the blended learning model, and (3) teaching practices employing blended learning. A sequential explanatory mixed-methods design was employed, combining quantitative data collection and analysis with subsequent qualitative exploration to gain deeper insights into teacher competencies. The findings show that the average

pedagogical competence score was 60 (categorized as sufficient), the quality of blended learning-based lesson plans was rated at 80 (good category), and the teaching practice score reached 84.5 (good category). These results indicate that while teachers demonstrate strong implementation in practice and lesson planning, their foundational pedagogical understanding still requires improvement. This study underscores the importance of continuous professional development to enhance the alignment between teaching experience and pedagogical application in blended learning environments.

Keywords: Analysis, Teacher Pedagogical Competence, Blended Learning

INTRODUCTION

The shift toward online and hybrid learning has become a necessity in recent years, particularly due to the COVID-19 pandemic. This shift has presented various challenges, especially in elementary schools, where online learning is often hindered by limited teacher skills, unequal internet access, and inadequate student devices. One pressing issue is the low pedagogical competence of some elementary school teachers, particularly in adapting to the demands of online and blended learning environments (Ambarita et al., 2019). If left unaddressed, these limitations could have a long-term impact on student learning outcomes.

Blended learning, which integrates face-to-face instruction with online components, has emerged as a practical and effective approach for current educational contexts. It allows for greater flexibility and can bridge the gap between traditional teaching and digital learning (Thaib et al., 2016). However, the implementation of blended learning requires teachers to possess strong

pedagogical competencies, including the ability to design lesson plans (RPP), manage classroom activities across formats, and utilize digital tools effectively. Studies have shown that blended learning is more effective than conventional methods when teachers possess adequate pedagogical skills (Pratiwi et al., 2020).

Despite the urgency of adopting blended learning models, many elementary school teachers still struggle with the practical aspects of implementation, particularly in designing lesson plans that incorporate both online and offline elements. Observations by the author indicate that teachers often lack examples and models for blended learning-based RPPs, leading to confusion and ineffective planning. This difficulty persists even among teachers with long teaching experience, suggesting that experience alone may not equate to pedagogical readiness in the digital era.

Several studies have explored teacher competence in online or blended learning. For example, Ambarita et al. (2019) noted that collaborative efforts among teachers can mitigate some of the challenges of online learning. Syahid et al. (2021) outlined eight specific pedagogical competencies necessary for effective blended learning, including the ability to use digital media and design interactive learning tools. Widodo (2021) and Malyana (2020) emphasized the potential of blended learning to improve student understanding when supported by appropriate teacher guidance and consultation. These studies affirm the importance of teacher competence but rarely explore how such competence correlates with teaching experience.

A key gap in the literature is the limited analysis of how teaching experience influences a teacher's pedagogical competence in the context of blended learning. While some research addresses general pedagogical skills,

few studies examine how long-serving teachers adapt to blended learning models in the classroom. Moreover, inconsistencies in defining the steps and indicators of blended learning implementation further highlight the need for clearer, more comprehensive research.

This study aims to analyze the relationship between teaching experience and pedagogical competence in implementing blended learning in elementary schools. The focus is on understanding how teaching experience influences a teacher's ability to design and execute effective blended learning strategies. This research is expected to contribute to better-targeted professional development and support systems for teachers transitioning to blended learning environments.

RESEARCH METHODOLOG

Type of Research

Using mixed methods—specifically the sequential explanatory model—is justified in this study because it allows for a comprehensive understanding of elementary school teachers' pedagogical competence. The quantitative phase provides measurable data on aspects such as teaching experience and the implementation of Blended Learning (BL), while the qualitative phase offers deeper insight into the contextual and experiential factors that influence those numbers. This combination strengthens the validity of the findings by ensuring that numerical trends are supported and explained by the teachers' own perspectives and experiences (Ambarita et al., 2019). The research design used is shown in Chart 3.1.

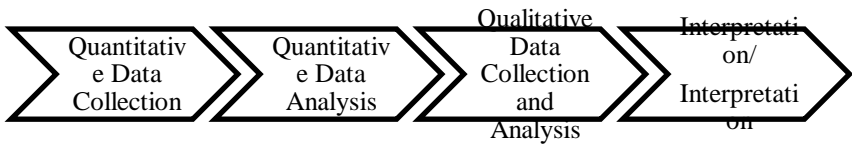


Chart 3.1

Mixed Methods Sequential Explanatory Model Design

(Source: Ambarita et al., 2019)

The mixed methods sequential explanatory model design starts with the collection and analysis of quantitative data, followed by the collection and analysis of qualitative data, and finally the interpretation of the quantitative and qualitative data that have been collected and analyzed.

This research will be conducted at elementary school Negeri 0 03 Siabu located in Siabu Village , Salo District, Kampar Regency , Riau Province. The research will be conducted over a period of five months, from March to July. The process begins in March, with the preparation and drafting of the research proposal. This stage will continue through the month of April, ensuring that the proposal is thoroughly developed and ready for evaluation. By the third week of April, the proposal will be presented in a seminar session to obtain feedback and formal approval. Following the seminar, the proposal will undergo necessary revisions based on suggestions from the panel, which will take place during the first and second weeks of May. Once the proposal is finalized and approved, the data collection phase will commence in the third week of May and continue throughout June, concluding in the second week of July. This field data collection will be conducted directly at the designated research site to ensure the accuracy and relevance of the data. The research site is located at [insert specific

location here, e.g., "SMPN 3 Tambang, Kampar Regency, Riau Province"], where the study will engage with the targeted participants and gather primary data through observation, interviews, or other relevant methods.

Data Source

This research focuses on teachers' experiences and teaching skills in implementing BL (Blended Learning)-based instruction in the classroom. The data source comprises all 14 teachers at SD Negeri 003 Siabu, including 2 male and 12 female teachers. A total population sampling method was employed, as the school has a small and manageable number of full-time teachers, making it feasible and appropriate to include all members of the population in the study. This approach ensures comprehensive coverage of perspectives and reduces sampling bias.

If available, the following demographic details were also considered to enrich the analysis and interpretation of findings:

- Age distribution of the teachers
- Years of teaching experience
- Subjects taught (e.g., Math, Science, Bahasa Indonesia, etc.)

These demographic characteristics help contextualize the teachers' responses and provide insight into how individual factors may influence their experience with BL-based learning implementation.

Variables and Data

The variables of this study are teacher pedagogical competence and *BL -based learning* . These variables in detail are teacher teaching experience, teacher skills in making *BL- based lesson plans* , and Teacher skills in

implementing *BL -based learning* in the classroom. The relationship between variables, data and data sources is shown in Table 3.2 .

Table 3.2
Relationship between Variables, Data, and Data Sources

No.	Variables	Data	Data source
1	Teacher pedagogical competency test.	Results of teacher pedagogical competency tests.	Teacher
2	Teacher teaching experience.	Teacher data sheet.	Teacher
3	Teacher skills in creating <i>BL- based lesson plans</i> .	<i>BL</i> -based lesson plans created by teachers. <i>BL</i> -based lesson plan assessment sheet .	Teacher
4	Teacher skills in implementing <i>BL - based learning</i> in the classroom.	Learning implementation assessment sheet.	Teacher

Instrument Development

This study utilized four primary research instruments designed to assess various aspects related to teacher competency and the implementation of BL-based (Blended Learning-based) learning. The development and

validation of these instruments followed systematic procedures to ensure their validity and reliability.

1. Description of Each Instrument

1.1. Teacher Pedagogical Competency Test Instrument

- Purpose: To measure the pedagogical competency of teachers.
- Number of Items: 30 multiple-choice questions.
- Response Format: Multiple-choice (4 options: A, B, C, D).
- Scoring Criteria: Each correct answer is awarded 1 point; incorrect answers receive 0 points. The total score ranges from 0 to 30.

1.2. Teacher Data Sheet Instrument

- Purpose: To collect demographic and background information on teachers.
- Number of Items: 10 items.
- Response Format: Mixed format (multiple choice, short answer, and yes/no questions).
- Scoring Criteria: No scoring; this instrument is descriptive in nature and used to categorize respondents by experience, educational background, training history, etc.

1.3. BL-based RPP Assessment Sheet Instrument

- Purpose: To assess the quality of lesson plans (RPP) based on BL principles.
- Number of Items: 15 indicators.
- Response Format: 4-point Likert scale (1 = Very Poor, 2 = Poor, 3 = Good, 4 = Excellent).
- Scoring Criteria: The total score ranges from 15 to 60. Higher scores indicate higher quality and alignment with BL principles.

1.4. Learning Implementation Assessment Sheet Instrument

- Purpose: To evaluate the actual implementation of learning activities based on observation.
- Number of Items: 20 indicators.
- Response Format: 5-point Likert scale (1 = Never, 2 = Rarely, 3 = Sometimes, 4 = Often, 5 = Always).
- Scoring Criteria: Total score ranges from 20 to 100. Higher scores reflect more consistent and higher-quality implementation of the BL-based teaching strategies.

2. Validation Process

2.1. Expert Validators

- The validation process involved three experts, comprising:
 - One academic expert in educational measurement and evaluation.
 - One senior practitioner with extensive experience in teacher training and pedagogical assessment.
 - One curriculum specialist with a focus on technology-enhanced and blended learning strategies.

2.2. Validation Method

- The validation followed the Expert Judgment method.
 - Each expert independently reviewed the instrument items for content relevance, clarity, alignment with objectives, and construct representation.
 - Feedback was analyzed and used to revise the instruments for clarity and content appropriateness.
 - The Content Validity Index (CVI) was calculated for each item, with a minimum acceptable CVI of 0.80 for item retention.

2.3. Pilot Testing

- A pilot test was conducted involving 15 teachers who were not part of the main study sample.

- The objective was to ensure item clarity, measure the average completion time, and identify any ambiguities.
- Pilot results informed final revisions, including rewording some items and adjusting the scoring rubric for clarity.

3. Reliability Analysis

- Teacher Pedagogical Competency Test:
 - Reliability was measured using KR-20 (Kuder-Richardson Formula 20) appropriate for dichotomous (right/wrong) items.
 - KR-20 = 0.82, indicating high internal consistency.
- BL-based RPP Assessment Sheet:
 - Cronbach's Alpha = 0.87, indicating strong reliability.
- Learning Implementation Assessment Sheet:
 - Cronbach's Alpha = 0.91, suggesting excellent internal consistency.
- Teacher Data Sheet:
 - Not applicable for reliability testing as it is descriptive and not a psychometric scale.

Research Procedures

Stage 1: Identification and Limitation of Research Problems

In the first stage, the research problem was identified and refined through an in-depth review of relevant literature and preliminary interviews with key stakeholders, including educators, school administrators, and students. This dual approach ensured that the research was grounded in both theory and practical needs. The results of this process led to a well-defined and focused research problem that was both feasible and meaningful within the given context.

Stage 2: Validation of Instruments

Following problem identification, the research instruments were developed and validated. This validation process involved expert judgment from experienced researchers and education practitioners. The instruments were reviewed to ensure clarity, relevance, and alignment with the research objectives. Suggestions from the experts were incorporated to refine the instruments further, ensuring content validity and reducing the risk of measurement error.

Stage 3: Quantitative Data Collection and Analysis

Quantitative data were collected using structured questionnaires distributed to a representative sample of participants. The data collection process was carefully monitored to ensure a high response rate and the reliability of responses. Once the data were collected, they were analyzed using statistical techniques such as descriptive statistics, correlation analysis, and, where applicable, inferential tests (e.g., t-tests or ANOVA). This analysis provided measurable insights into the variables under study.

Stage 4: Qualitative Data Collection and Analysis

To complement the quantitative findings, qualitative data were also gathered through interviews, focus group discussions, and open-ended questionnaire responses. These data offered deeper insight into participants' experiences and perspectives. The qualitative data were coded and analyzed thematically, allowing for the identification of patterns, meanings, and contextual factors that could not be captured through quantitative methods alone.

Stage 5: Interpretation of Findings

In the final stage, both quantitative and qualitative findings were integrated and interpreted. This triangulation process helped to cross-validate the results

and offered a more comprehensive understanding of the research problem. The interpretations were guided by the research questions and theoretical framework, leading to meaningful conclusions and recommendations.

Research Implementation Stages

This research procedure is generally carried out in five stages, namely: identifying and limiting research problems, validating the instruments that have been created, collecting and analyzing quantitative data, collecting and analyzing qualitative data, and interpretation which is the conclusion of this research.

Data collection technique

1. Test Technique: Teacher Pedagogical Competency Test
The Teacher Pedagogical Competency Test was administered to assess the pedagogical skills of elementary school teachers, particularly their competence in designing and implementing BL (Based Learning)-based lesson plans.

- **Format:** The test consisted of a combination of multiple-choice and short-answer questions. The multiple-choice section focused on theoretical understanding of pedagogy and curriculum design, while the short-answer section required practical responses such as outlining steps in BL-based instruction or evaluating sample lesson plans.
- **Scoring Procedure:** Answers were scored based on a pre-established rubric. Multiple-choice questions were scored automatically (correct/incorrect), while short-answer responses were assessed by two independent raters using a scoring guide focused on clarity, completeness, and alignment with pedagogical standards.

- Administration: The test was administered by the research team in a face-to-face setting. Each teacher was provided with a test booklet and answer sheet.
 - Time Allocated: Teachers were given 90 minutes to complete the test under controlled classroom conditions.
2. Documentation Technique: Teacher Data Sheet and BL-Based RPP Assessment Sheet
- Documentation was used to extract information from existing records and teaching artifacts. Two main documents were reviewed:
- a. Teacher Data Sheet
- Purpose: To collect background data on each teacher's professional experience, especially the length of time they had been teaching at the elementary level.
 - Data Source: School administrative records and teacher employment histories.
 - Contents: Name, academic qualifications, professional development participation, and years of teaching experience.
- b. BL-Based Lesson Plan (RPP) Assessment Sheet
- Purpose: To evaluate the quality and completeness of lesson plans prepared by teachers using the BL approach.
 - Review Focus:
 - Objectives formulation
 - BL strategies and methods
 - Alignment with student-centered learning principles
 - Assessment techniques outlined in the plan
 - Scoring: Each component was rated using a 4-point Likert scale rubric (1 = not present, 4 = exemplary), with a maximum total score of 40.

- Reviewers: Two educational experts independently assessed each lesson plan. Inter-rater reliability was checked with a Cohen's kappa coefficient, yielding a high agreement score ($\kappa > 0.80$).
3. Observation Technique: BL Learning Implementation Observation Sheet
- Observation was conducted to examine how teachers implemented BL-based lessons in real classroom settings.
- Type: The observation was structured, guided by a standardized observation sheet aligned with the lesson plan components.
 - Instrument: The BL Learning Implementation Observation Sheet included indicators such as:
 - Engagement of students in hands-on learning
 - Use of group activities and collaboration
 - Integration of real-world problems into lessons
 - Teacher's questioning techniques and feedback
 - Observer: Observations were conducted by trained researchers familiar with the BL approach and the school context.
 - Use of Rubric: Yes, a structured observation rubric with a 4-point scale was used for each item.
 - Frequency: Observations were carried out twice for each teacher to ensure consistency in behavior and minimize one-time bias.
 - Inter-rater Reliability: To ensure objectivity, two observers recorded observations independently, and their results were cross-checked. Discrepancies were discussed and resolved through consensus.

Data Analysis Techniques

This study employs a **mixed methods approach**, integrating both **quantitative** and **qualitative** data analysis techniques to obtain a comprehensive

understanding of teachers' pedagogical competence in implementing BL-based (Blended Learning-based) learning in elementary schools.

1. Quantitative Data Analysis

Quantitative data were collected from the results of teacher pedagogical competency tests and the scores of BL-based lesson plans (RPP) created by teachers.

Additional quantitative data were derived from observation sheets, which measured the conformity between the BL-based RPP and its implementation in classroom teaching.

The following statistical procedures were used:

- Descriptive statistics: Data were analyzed using the mean and standard deviation to summarize the central tendency and variability of teachers' test scores and RPP-implementation conformity percentages.
- Categorization: Data were further categorized using predefined classification tables:
 - Table 3.3: Categorizes teachers' teaching experience into five levels (Very Good to Very Less) using category codes (AB to AK) (Salam et al., 2021).
 - Table 3.4: Categorizes the conformity between RPP and implementation into five levels (Very Good to Very Less) based on percentage intervals (Ambarita et al., 2019).
- Cross-tabulation (if applicable): To explore potential patterns or relationships between teaching experience and RPP implementation quality, data from both variables may be cross-tabulated and interpreted accordingly.
- If applicable, correlation analysis (e.g., Pearson correlation coefficient) may be used to determine the strength of the relationship between teachers' years of teaching experience and the quality of their RPP implementation.

2. Qualitative Data Analysis

Qualitative data were collected from teacher profile sheets, particularly regarding teaching experience and reflective notes derived from classroom observations. These data do not take the form of numbers but instead consist of descriptions or narratives. The qualitative method used in this study is:

- Content analysis: This method was used to systematically interpret textual data from teacher background sheets and observation narratives. Key themes related to pedagogical skills, classroom behavior, and adaptation to blended learning environments were identified and categorized.
- The analysis involved coding the qualitative data based on predetermined categories and subcategories aligned with the themes of pedagogical competence.

3. Integration of Quantitative and Qualitative Data (Mixed Methods Framework)

The integration of data was conducted using a convergent parallel design, a type of mixed methods framework in which quantitative and qualitative data are collected and analyzed separately but then compared and interpreted together.

- Data merging: After analyzing quantitative results (e.g., RPP scores, implementation percentages, experience categories) and qualitative findings (e.g., reflections on teaching experience, observed classroom behavior), both sets of data were merged during the interpretation phase.
- Interpretive comparison: For instance, a teacher categorized as “Very Good” (AB) in teaching experience might show moderate alignment (e.g., “Enough” or category C) between RPP planning and classroom implementation. This discrepancy is interpreted by

integrating numerical results with qualitative insights such as barriers faced, teaching style, or adaptability issues.

- This approach allows for a holistic interpretation that acknowledges the complexity of pedagogical competence beyond what numerical scores can represent.

Research Results

Results of Teacher Pedagogical Competency Test

The pedagogical competency of 14 teachers at SDN 003 Siabu was assessed on Monday, April 12, 2025. The results are summarized in Table 4.2 below:

Table 4.2: Summary of Teacher Pedagogical Competency Test Results

No	Teacher Code	Score	Category
1	01	60	Enough
2	02	20	Very Less
3	03	40	Very Less
4	04	60	Enough
5	05	20	Very Less
6	06	50	Enough
7	07	60	Enough
8	08	60	Enough
9	09	60	Enough
10	010	70	Good
11	011	40	Enough
12	012	50	Enough
13	013	60	Enough
14	014	40	Enough

Average	49.30	Enough
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Discussion:

Based on Table 4.2, no teachers reached the "Very Good" category. Only one teacher scored in the "Good" category, while eight teachers fell into the "Enough" category. Two teachers scored in the "Very Less" category, indicating very low pedagogical competence. The average score across all teachers was 49.30, which falls into the "Enough" category.

This result indicates a need for improvement in teachers' pedagogical competencies, particularly in mastering approaches, strategies, methods, and creative learning techniques. According to Malyana (2020), indicators of pedagogical competence include mastery of subject matter, managing learning programs effectively, classroom management, use of diverse learning media, educational foundations, learning interaction management, objective student assessment, guidance and counseling knowledge, school administration skills, and interpreting class research results.

Overall, the pedagogical competence at SDN 003 Siabu in terms of teaching, educating, guiding, training, assessing, and evaluating students remains at an average level that requires enhancement.

Assessment of Learning Implementation Plans (RPP) Based on the Blended Learning Model

An initial assessment of the teachers' RPP based on the blended learning model was conducted in June 2025. The goal was to evaluate teachers' preparedness and willingness to implement this model in their teaching. The RPP scores are presented in Table 4.3 below:

Table 4.3: RPP Scores of Teachers Based on Blended Learning Model

No	Teacher Code	Score	Category
1	01	80	Good
2	02	75	Good
3	03	78	Good
4	04	80	Good
5	05	80	Good
6	06	90	Very Good
7	07	80	Good
8	08	80	Good
9	09	80	Good
10	010	95	Very Good
11	011	83	Good
12	012	82	Good
13	013	80	Good
14	014	90	Very Good
Average		83	Good

Discussion:

From Table 4.3, 2 teachers scored in the "Very Good" category while the remaining 12 teachers scored in the "Good" category. No teachers fell into the "Enough" or lower categories. This shows that 85% of the teachers' RPPs adequately described the blended learning model, enabling students to re-access materials through various digital media such as videos, articles, and presentations via platforms like Google Classroom and Quizizz. In

conclusion, teachers at SDN 003 Siabu demonstrate good competence in preparing RPPs based on blended learning, with an average score of 83.

Teachers' Teaching Practice Scores Using Blended Learning Model

The teaching practice of teachers applying the blended learning model was assessed and the scores from the first practice session are displayed in Table 4.4 below:

Table 4.4: Teaching Practice Scores Based on Blended Learning Model

No	Teacher Code	Score	Category
1	01	80	Good
2	02	90	Very Good
3	03	80	Good
4	04	80	Good
5	05	80	Good
6	06	95	Very Good
7	07	83	Good
8	08	82	Good
9	09	80	Good
10	010	95	Very Good
11	011	83	Good
12	012	82	Good
13	013	85	Good
14	014	80	Good
Average		84.5	Good

Discussion:

In the first teaching practice session, 3 teachers achieved "Very Good" scores, while 11 were rated as

"Good". In the second session (not fully detailed here), the number of "Very Good" ratings increased to 4. This reflects that teaching practices with the blended learning model at SDN 003 Siabu generally fall within the "Good" category, with an average score of 84.5, demonstrating effective application of the blended learning model in classroom teaching.

Discussion of Research Results

This study aimed to determine the pedagogical competence of teachers in implementing blended learning-based instruction at SDN 003 Siabu. The research collected data on three key indicators: teacher pedagogical competence test scores, lesson plan (RPP) scores developed using the blended learning model, and teaching practice scores evaluated through supervision. These results are visually summarized in Figure 4.1.

Interpretation of Results

The data indicates that the average pedagogical competence score of teachers is 60, classified as "sufficient." In contrast, the lesson plans (RPP) developed with the blended learning model scored 80, categorized as "good," and teaching practice scores based on blended learning reached 84.5, also falling into the "good" category. This variation suggests that while teachers may have moderate theoretical pedagogical competence, their practical application, particularly in preparing lesson plans and conducting blended learning instruction, is more proficient.

One possible explanation for this discrepancy lies in the nature of pedagogical competence testing versus practical implementation. Pedagogical competence tests often assess theoretical knowledge, understanding of educational principles, and instructional design skills under controlled conditions (Taba, 1962; Darling-

Hammond, 2000). Meanwhile, RPP scores and teaching practices reflect actual skills in lesson preparation and classroom execution, which may be enhanced through experience, peer collaboration, and ongoing professional development focused on blended learning techniques (Garrison & Vaughan, 2008).

The higher scores in RPP and teaching practice may also indicate that teachers are effectively adapting to blended learning methods, even if their foundational pedagogical knowledge is still developing. This aligns with findings from previous research showing that teachers can compensate for gaps in theoretical knowledge through practical experience and support systems such as coaching and mentoring (Guskey, 2002; Bates, 2015).

Limitations

Despite these insights, several limitations should be considered. First, the pedagogical competence test may not fully capture all dimensions of teachers' competencies, particularly skills specific to blended learning environments. Second, the study is limited to a single school, which may affect the generalizability of the results. Additionally, the study did not explore contextual factors such as teacher motivation, access to technology, or student engagement, all of which could influence pedagogical competence and blended learning implementation.

Implications for Policy and Practice

The findings suggest important implications for educational policymakers and school administrators. To enhance pedagogical competence comprehensively, professional development programs should integrate theoretical training with practical blended learning strategies. Focused workshops, peer learning communities, and instructional coaching tailored to

blended learning could help raise the overall competence level from sufficient to good or excellent.

Moreover, given that teaching practice scored higher, it is crucial to leverage teachers' practical strengths by encouraging reflective practice and continuous improvement cycles. Schools should also invest in resources and infrastructure that support blended learning implementation, such as reliable internet access, digital tools, and time for lesson planning and collaboration.

In summary, this research highlights that while teachers at SDN 003 Siabu show promising abilities in lesson planning and blended learning teaching practices, there remains a need to strengthen their foundational pedagogical knowledge. Addressing this gap through integrated professional development and supportive policies will enhance the quality of blended learning implementation and, ultimately, student outcomes.

CONCLUSION AND SUGGESTIONS

The analysis of teachers' pedagogical competence in implementing blended learning at SDN 003 Siabu shows varied results across three key indicators. First, teachers' pedagogical abilities fall mostly within the sufficient category, indicating a need for further development and deeper understanding of pedagogy in blended learning. Second, the design of lesson plans (RPP) using the blended learning model is generally good, with most teachers producing quality plans that support more active and engaging student participation. Third, the actual teaching practice with blended learning is rated good, demonstrating that this model positively influences classroom delivery and student engagement, with an average implementation effectiveness of 85%. Overall, blended learning appears to enhance teaching

effectiveness, but gaps remain in pedagogical mastery that require attention.

Suggestions

1. For Teachers: Teachers with lower pedagogical competence should participate in targeted blended learning training to improve their skills, while those performing well are encouraged to maintain and share best practices. Continuous self-study and engagement with blended learning resources are also recommended to deepen pedagogical understanding.
2. For Schools: Schools should actively support ongoing professional development by facilitating regular training focused on blended learning strategies and RPP design. Collaboration with educational stakeholders is vital to provide diverse training opportunities that enhance teachers' blended learning competencies.
3. For Education Districts: District authorities should institutionalize periodic in-service training programs on blended learning pedagogy and lesson planning to ensure consistent teacher capacity building across schools.

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