**TUGAS PENGANTI UAS
LANDASAN ILMU PENDIDIKAN**

Diajukan untuk Memenuhi Salah Satu Tugas Mata Kuliah

Landasan Ilmu Pendidikan

Dosen Pembimbing

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Teacher Competence and Its Relation to the Development of Indonesian Language Teaching Materials

The role of teachers in education is very important because teachers have a great responsibility to educate the nation's generation. Education has an urgent role in determining the direction of development and individual self-realization. Teachers are responsible for developing education in full, so that students can be themselves and function according to personal and community needs. We already know that it is very important and teachers play an important role in education and education has to help students develop their potential. And play a role in increasing faith and piety and helping the personality of students. Agusrida et al., (2020) stated that a teacher's professional competence by having competencies, among others, can develop professionalism in a sustainable manner by taking reflective actions. In terms of the teacher is an educational component in the teaching and learning process that plays a role in the formation of potential human resources, therefore, a teacher needs to have all sufficient competencies for learning. Competence is something that describes a person's qualifications or abilities, both qualitative and quantitative. Alammary (in Mulyadi et al., 2020: 2) states that educational institutions must pay great attention to utilizing technology in the learning process, especially in the use of multimedia teaching materials,

The anxiety felt by the teachers certainly had an impact on their performance in teaching. The anxiety is about what teaching techniques and methods teachers should use in the classroom and how to make students also comfortable learning with the demands of the new curriculum. Azar & Hu (in Atmazaki et al. 2021:379) suggest that using mobile devices is considered an efficient tool for language learners with additional support for understanding and communication and also accommodates different learning styles. Morris & Syawaludin (in Atmazaki et al. 2021:3) stated that the availability, sophistication, and use of these devices have the potential to increase efficiency and effectiveness in teaching and learning processes, learning outcomes, and skills. Writing skills,

Indonesian language learning at every level of education starting from elementary school to the next level is oriented towards improving students' Indonesian language skills. Mastery of language skills is still used as the main achievement in Indonesian language learning Agustina & Haryati (in Winita Sucia et al., 2019: 63). The development of knowledge and language skills in schools emphasizes four language skills, namely listening, speaking, reading, and writing. Skills are whole and interrelated. The development of the level of mastery of skills will certainly affect other language skills. To develop Indonesian teaching materials, a teacher must be able to use existing media, to facilitate learning. Erdem (in Ramadan et al., 2019: 2) stating the need for teacher professional development in digital media literacy is not an option but an obligation. Advances in education in obtaining information using various digital media are unavoidable.

Teachers must have competence in selecting and using media in learning that is tailored to the needs of students. In addition, teachers also need technological literacy, utilizing information and communication technology to share information, becoming a model for the efficient use of technological resources. And Indonesian language learning is text-based learning. Mahsun & Hillocks (in Ramadhan et al., 2018: 194) states that one type of text that students learn in high school (SMA) is argument text. Writing argument text is a standard curricular topic in schools because it is essential for critical thinking and academic success. Novelti et al., (2018: 111) stated that Indonesian language learning focuses on four aspects of skills that require teacher creativity to achieve good learning outcomes. These four aspects of skills are also needed to study other subjects. Every aspect of Indonesian language skills is interrelated with one another. For example, a person can speak because he is able to listen, or is skilled at reading, and writing. Likewise, a person who is skilled at writing, if he is skilled at listening, speaking, and reading. Each skill is related to each other. Language skills are usually obtained through a series of regular relationships starting from listening, then speaking then learning to read, and write Tarigan (in Novelti et al., 2018:111) states in the last order,

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