TEACHER COMPETENCIES AND THEIR RELATIONSHIP WITH THE DEVELOPMENT OF INTERACTIVE MEDIA

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Sadiman (2005), states that the quality of education can be realized if the learning process is carried out effectively, meaning that the learning process can run smoothly, directed and in accordance with the learning objectives. Asyar, (2011) explains that the teacher plays a very important role in the learning process. Law Number 14 of 2015 concerning teachers and lecturers states that what is meant by "teachers" are professional educators with the main task of educating, teaching, guiding, directing, training, assessing and evaluating. Through the existence of the Act, in teaching and learning activities teachers are required to apply their competencies or abilities and obtain various ways and efforts as well as new media that can create a conducive learning atmosphere and learning motivation for all students.

Agusrida, et al. (2020) explained that a teacher's professional competence by having competencies, among others, can develop professionalism in a sustainable manner by taking reflective actions, and using ICT to communicate and develop themselves. Mulyadi, et al. (2020) mentions Today's technology can improve the quality of learning, because technology has new concepts, such as computers, internet, multimedia, audio, video, and animation, which greatly affect the quality of education and teaching and students can learn independently by using these new concepts. Many reform efforts can be made by utilizing technology as a learning tool. The use of this technology is intended to improve the quality of student education. (Winita, et al. 2019)

Syahrul, et al. (2019), explains that media allows students to interact in the most modern, innovative but not too formal way in recording activities. Digital culture transforms the dual relationship between teacher and student in a three-part process involving teachers, students and technology tools. Education The fact that the internet is a multimedia superhighway, raises the need for a concerted response to the

challenges of modern technology in education. Technological advances also play a role in creating more meaningful learning. (Dembo and Seli, 2012). In practice, Indonesian Language Learning focuses on four aspects of skills that require teacher creativity to achieve good learning outcomes. (Novelti, et al. 2018).

Atmazaki, et al (2021) explain that to support the learning process, the right media is needed to support the maximum learning process. In learning to use multimedia, teachers have a major role in the implementation of multimedia in education (Syahrul, et al. 2021). Currently, the dominant learning media used by teachers is using technology. Technologies that can be used are computer-based ones that respond to user actions in presenting content such as text, moving images, animation, video, audio, and video games.

Sadiman (2005), explained that the benefits of this interactive module learning media are expected to motivate students to learn independently, creatively, effectively and efficiently. In addition, with this interactive module learning media, it is expected to reduce student boredom because so far the learning process carried out by most teachers is a face-to-face method (lecture) which causes students to become bored and bored, causing student motivation to decrease. This interactive learning media module is designed and created as a learning resource for students and teachers to assist in the process of achieving learning objectives. Tohirin (2006, p. 151) which suggests that learning achievement is what has been achieved by students after doing learning activities. Achievement of learning achievement or student learning outcomes, refers to aspects of cognitive, affective and psychomotor.

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