



Teacher Competency Development Management in Mts Istiqlal Deli Tua Serdang Regency

Muhammad Irjaul Fuadi¹, Fatkhur Rohman²

¹ (Universitas Islam Negeri Sumatera Utara)

¹ (Universitas Islam Negeri Sumatera Utara)

* Corresponding Author. E-mail: fatkhurrahman@uinsu.ac.id

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Abstrak

Manajemen pengembangan guru ialah sebagai upaya yang dilakukan melalui kegiatan, pelatihan dan pengembangan terhadap kemampuan yang dimiliki oleh pendidik secara individu/kelompok untuk mencapai tujuan yang diinginkan dengan melakukan pengelolaan tenaga pendidik. Adapun tujuan dari penulisan penelitian ini adalah untuk mengetahui bagaimana manajemen pengembangan kompetensi guru di MTs Istiqlal Deli Tua. Metode yang digunakan dalam penelitian ini adalah menggunakan metode penelitian kualitatif deskriptif. Adapun hasil penelitian menunjukkan bahwa Manajemen Pengembangan Kompetensi Guru di MTs Istiqlal Deli Tua meliputi tiga tahap kegiatan yaitu perencanaan, penerapan/implementasi dan evaluasi pengembangan kompetensi guru. *Pertama*, Perencanaan pengembangan kompetensi guru di MTs Istiqlal Deli Tua melalui cara 1). perencanaan tahunan yang diselenggarakan saat rapat kerja madrasah dan pantauan langsung dari kepala bidang. 2). perencanaan pada waktu tertentu yang dilakukan saat rapat kerja mingguan dengan tujuan untuk mengetahui kendala yang dirasakan oleh guru agar dapat diselenggarakannya pelatihan untuk guru. *Kedua*, penerapan/ implementasi pengembangan kompetensi guru MTs Istiqlal Deli Tua terdapat 4 kompetensi guru yang meliputi: 1). Kompetensi pedagogik guru dengan mengikutkan seminar, workshop, pelatihan baik yang diselenggarakan disekolah maupun diluar sekolah, 2). Kompetensi kepribadianya dengan memberikan kegiatan berupa pengajian/konsultasi bagi guru dengan memanggil ustadz/narasumber 3). Kompetensi keprofesionalan guru dengan mengikutsertakan guru dalam pelatihan workshop, seminar dan training yang menarik sesuai dengan mapel pelajaran yang diampu guru, 4). kompetensi sosial guru dengan kegiatan silaturahmi ke antar guru. Ketiga, evaluasi pengembangan kompetensi guru melalui evaluasi mingguan, dan supervisi akademik.

Kata Kunci: Manajemen Pengembangan, Kompetensi Guru

Abstract

Teacher development management is an effort that is carried out through activities, training and development of the abilities possessed by educators individually/groups to achieve the desired goals by managing teaching staff. The purpose of writing this research is to find out how the management of teacher competency development is at MTs Istiqlal Deli Tua. The method used in this research is using descriptive qualitative research method. The results of the study show that the Management of Teacher Competency Development at MTs Istiqlal Deli Tua includes three stages of activity namely planning, implementation/implementation and evaluation of teacher competency development. First, Planning for teacher competency development at MTs Istiqlal Deli Tua by way of 1). annual planning which is held during madrasah work meetings and direct monitoring from the head of the field. 2). planning at a certain time which is carried out during weekly work meetings with the aim of knowing the constraints felt by teachers so that training for teachers can be held. Second, the application/implementation of teacher competency development at MTs Istiqlal Deli Tua there are 4 teacher competencies which include: 1). Teacher pedagogic competence by participating in seminars, workshops, training both held at school and outside school, 2). Personal competence by providing activities in the form of recitation/consultation for teachers by calling ustadz/resource persons 3). Teacher professional competence by involving teachers in training workshops, seminars and interesting training in accordance with the subject matter taught by the teacher, 4). social competence of teachers with hospitality activities between teachers. Third, evaluation of teacher competency development through weekly evaluations, and academic supervision.

Keywords: Development Management, Teacher Competency

Introduction

Education in its implementation is expected to make a positive contribution so

that students have attitudes, knowledge and skills. Education as a spear of progress of a nation gives an assumption that education

is very important and indispensable in any aspect. Syafaruddin, Pasha, & Mahariah (2012:42) explained that in general, education serves to educate and empower individuals and communities so that they can live independently and be responsible in building their communities.

The teaching profession at this time became a discourse that was never discussed. This discussion is not only aired by education experts but people who are not education experts. As revealed by society. Many people accuse teachers of not being competent in their fields when they as parents find their children unable to solve problems on their own related to their education. Do not stop here, in doing the practice of teacher education is often regarded as someone who does the practice of enslaving the theory to its learners.

The above statement certainly provides an uncomfortable position for the status of the teacher who is being held. This is because all forms of problems that occur while students are still in education are always linked to the incompetence of teachers as educators. The attitude and behavior of the community is not without reason, because it found a small number of teachers who violate the code of ethics. It is ironic that the actors in charge of being teachers and educators are not able to provide examples that can be imitated by their students. In fact, teachers should not only teach but educate as an effort to form the personality of qualified learners.

Based on this phenomenon, the researcher would like to discuss the problems associated with the phenomenon under the title “management of teacher competence development in Mts Isttiqlal Deli Tua”.

Method

In this study researchers will use qualitative methods. The type of research that will be used by researchers is the type of qualitative research case studies (researchers trace a particular phenomenon/special and collect information in detail) and also uses descriptive analysis methods that are a series of data collection processes, analyze data, interpret data and draw conclusions about the data. In this case the researcher will describe the complete picture of teacher competency development management at MTs Istiqlal Deli Tua, to know and see the extent to which the teacher competency development management applied to the madrasah.

According to Amirin quoted by Muh. Fitrah and Luthfiyah (2017: 152), that the subject of research is someone or something from which they get information or people in the research background who are used to provide information about the research background situation. The subjects of this study are the principal, curriculum waka, staff waka, subject teacher, homeroom teacher and head of administration at Mts Istiqlal Deli Tua

Results and Discussion

Teacher Competency Development Planning

Based on the research that researchers have done both sourced from data from interviews, observations, and documentation, it was found that the teacher competency development planning at MTs Istiqlal Deli Tua as follows that the principal makes teacher competency development planning carried out at the beginning before determining the training or development activities and strive for the potential possessed by superior quality

teachers and in accordance with the needs of teachers and able to achieve the expected goals. This is in accordance with the opinion expressed by Malayu S.P. Hasibuan (2007: 69) that human resource planning is an activity to plan the workforce in accordance with the needs of the company and effective and efficient in helping the realization of objectives

The head of the madrasah in planning the development of the teacher's competence performs several stages including the following:

1. Identifying problems first, carried out before determining the development program in order to know the news or issues in educational institutions.
2. Determine the needs that are determined based on the scale of needs.
3. Determine the development goals, which are tailored to the needs of the teacher.
4. Determination of the target, aims to provide the right size or portion and the right object as well.
5. Determination of the program, program selection accuracy to get maximum results
6. Implementation of the program, the program implemented in accordance with the planning that has been prepared
7. Program Evaluation, carried out at the end of the program or activity to determine the impact or benefits of the program that has been given and as material for future improvement.

In addition, teacher competency development planning at MTs Istiqlal Deli Tua in carrying out planning led by:

1. The head of the madrasah, as a manager and supervisor who fully and directly

controls the performance of teachers and education personnel.

2. Clinical and regular Supervisor, clinical supervision is the head of the madrasah who has full responsibility for teachers and their education personnel in developing the potential of teachers and other matters related to school. regular supervisor is the head of academic or curriculum who is responsible for the performance of teachers, especially during the learning process.
3. Head of the field, which moves structurally in accordance with the main tasks and functions to monitor various needs related to the development under it.
4. School leaders include curriculum waka, student waka, and staffing waka in planning the development and supervising pedidik and education personnel.

In addition, researchers found a form of Teacher Development Planning in MTs Istiqlal Deli Tua through two ways of planning:

1. Annual/semester (long-term) planning. The planning is based on the results of the madrasah working meeting which was carried out at the beginning of the year and the monitoring of each head of the field and the development of the period tailored to the needs of teachers.
2. Planning that is carried out at a certain time, is a planning that comes from the results of clinical and regular supervision monitoring.

Implementation of teacher competency development

Based on the results of interviews, observations, and documentation, researchers found that the application / implementation of teacher competency

development in MTs Istiqlal Deli Tua as follows:

1. Teacher development through teacher certification, the head of the madrasah provides information related to teacher certification and facilitates the administrative data of teachers who wish to register.
2. Teacher development through educational supervision, supervision carried out related to the teacher's learning process, completeness of learning devices, but also supervision through regular coaching every 1 month 2 times on Saturdays.
3. Teacher development through the madrasah group, Teachers get training from the madrasah group in the form of seminars, workshops, and others.
4. Development of teachers through the provision of work motivation, the head of the madrasah and the school foundation always provide work motivation for teachers and education personnel every meeting

The form of application / implementation of teacher development is in line with the opinion expressed by Ibrahim Bafadal (2006:46-102) that many ways of coaching and training of the teacher profession are carried out oriented to the demands of developing the quality of education in general, in improving and developing the knowledge and abilities of teachers in the implementation of the learning process carried out through the development of teacher quality through educational supervision, through teacher certification programs, through learning tasks through madrasah groups, through work motivation.

The form of application of madrasah teacher development activities in the form of:

1. Guidance and reprimand, the head of the madrasah always provides guidance to teachers every week during meetings, but also provides reward and punishment which is a consequence of the attitude of teachers and educational personnel to school provisions, the head of the madrasah gives a warning to educators and educational personnel in a good way.
2. Empowerment, schools provide facilities for teacher development in the form of training activities related to the learning process.
3. Seminars, workshops and training, as a series of development and training conducted independently by the school as well as from the government and other educational institutions.
4. Motivation, the head of the madrasah or the school foundation provides work motivation when meeting together.
5. Supervision / Monitoring, principals and school leaders assess or supervise the performance of teachers and education personnel and principals act as supervisors for teachers and school education personnel.

The results of the application/ implementation of teacher competency development in MTs Istiqlal Deli Tua can be seen from 4 indicators of teacher competency standards, namely:

In terms of pedagogical competence, teachers in madrasah can be said to have quality standards that have been met or adequate. This can be seen from the ability of teachers in compiling lesson plans, implementing the learning process in accordance with planned, implementing creative and dialogical learning, creating a pleasant learning atmosphere, evaluating the process and learning outcomes, and providing motivation for students before

and after learning so as to awaken students in learning.

In terms of personality competence, teachers at MTs Istiqlal Deli Tua who can be said to have met the quality standards of teachers, Draï seen a mature attitude in thinking and acting, have a high sense of responsibility in carrying out their duties as educators, have a high disciplinary attitude both in teaching hours and hours of entry and return hours, and always provide examples of good behavior for their students. Here every speech is conveyed, while to imitate is not the horn or the behavior of the teacher. The teacher in the madrasah gives an example to his students not to say dirty and be angry, but students are taught to be helpful to each other, and say good or polite to everyone.

In the aspect of social competence of teachers at MTs Istiqlal Deli Tua is also said to have met the quality standards of teachers, this can be seen clearly from the attitude of the teachers there who are able to communicate with both the school environment and the community and parents, able to cooperate with all components of the school, actively participate in activities held by the school and the surrounding community.

In the aspect of professional competence of teachers in MTs Istiqlal Deli Tua can also be said to have met the quality standards of teachers, it is shown by the ability of teachers to teach in accordance with the field/material that is their responsibility or duty. Able to develop subject matter that is contextualized with daily life and with their respective fields of study, in addition to using supporting materials, planning and implementing enrichment and remedial programs.

The author's opinion is also reinforced by the results of observations in the classroom and outside the classroom, the learning process of madrasah teachers is very fun and creative, teachers are good at the learning process and operate existing infrastructure in schools and teachers use a variety of teaching methods.

Evaluation Of Teacher Competency Development

Based on the research data that researchers have obtained in the form of interviews, observations, and documentation, researchers found that the head of the madrasah in the evaluation of teacher competency development MTs Istiqlal Deli Tua aims to assess the success of the training that has been given to teachers both training from within the school, from the school cluster and training from other institutions, used as guidelines and basic planning of teacher development, knowing the ability between individuals, and provide a good mutual relationship between superiors and subordinates.

Istiqlal Deli old MTs teacher evaluation method through 2 ways, namely:

- a. The grading scale chart, the head of the madrasah and the head of the madrasah assess the performance of teachers based on several grading criteria.
- b. Multipersonal comparison, this assessment aims to assess individuals from one to another, with the aim of knowing the nature, character of individuals from one to another and knowing what abilities still do not exist in the teacher.

The above is in accordance with the expression of according to Eko widodo

(2015:95) the method of assessing employee performance can be through 1) a written essay by writing a narrative that describes the advantages, disadvantages, achievements, potential and suggestions related to employees for improvement materials. 2) critical circumstances with attention to the attitude of employees. 3) rating scale graph by way of recording performance factors. 4) the scale of behavior improvement by combining important components of the critical state method and the assessment scale graph. 5) Multipersonal comparison by assessing the performance of individuals with other individuals. However, the head of the MTs Istiqlal Deli Tua madrasah in evaluating his teacher only used 2 methods, namely the Assessment Scale Chart and multipersonal comparison.

Teacher evaluation steps in MTs Istiqlal Deli Tua use 2 steps, namely:

- a. Weekly evaluation, the head of the madrasah evaluates the teacher at the meeting along with asking the obstacles felt by the teacher during learning.
- b. Supervision of learning, carried out 1 semester 1 time, the head of the madrasah and leaders assess the performance of teachers by visiting classes to see teachers teach.

The way the head of the madrasah in evaluating teacher development is by visiting the class (seeing the teacher teaching his students), the completeness of the learning device (the head of the madrasah with the help of the madrasah leadership assesses whether the learning device for the students is complete or meets the standard, if it is still not the head of the madrasah trying to meet), discipline (the head of the madrasah assesses the discipline of teachers through

arrival hours, teaching hours, and return hours and the head of the madrasah always emphasizes to teachers and educational personnel that discipline is number one)

The stages to evaluate teachers MTs Istiqlal Deli parents through:

- a. Looking at the environment outside the school, the head of the madrasah sees the conditions that are happening outside the school related to teachers and other things that have to do with the progress of the school.
- b. Looking at the situation in the school, the head of the madrasah saw the situation or the ability of the teacher to the situation that was happening outside the school for the improvement of teachers.

Conducting training, after knowing what problems are happening to teachers, the head of the madrasah held the training needed by teachers.

Conclusion

1. Learning based on the results of exposure to the previous chapters, then in this chapter the researchers concluded the results of research related to the development of teacher competence in MTs Istiqlal Deli Tua with the focus of research as follows:
2. The form of teacher competency development planning carried out by the principal of MTs Istiqlal Deli Tua consists of 2 forms, namely: a) annual planning/semester (long term), b) planning is carried out at a certain time. In addition, the steps in teacher development planning to improve the quality of Educator Standards through 7 stages, namely: 1) Problem Identification, 2) determination of needs, 3) determination of Development Goals,

- 4) determination of goals, 5) determination of programs, 6) implementation of programs, 7) Program Evaluation.
3. Application / implementation of teacher competency development in MTs Istiqlal Deli Tua through 4 developments namely: a) teacher development through teacher certification, b) teacher development through educational supervision, c) teacher development through madrasah Group, d) teacher development through work motivation. In addition, the form of activities or programs for the implementation of teacher competence development through 5 activities, namely: 1) Coaching and reprimand, 2) empowerment, 3) seminars, workshops, and training, 4) motivation, 5) supervision/monitoring.
4. Evaluation of teacher competence development in MTs Istiqlal Deli Tua through 2 forms of evaluation, namely: a) weekly evaluation, and B) evaluation of learning (academic). The way the head of the madrasah evaluates the development of teachers is by: 1) Class visits, 2) completeness of learning tools, 3) discipline. The method used is to use a graph of the assessment scale and multipersonal comparison. In addition, the stages carried out by the head of the madrasah to evaluate teachers through 3 stages are: a) see the environment outside the school, b) see the situation at school, 3) conduct training.
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