



Analysis of Teacher Competency Levels in Islamic Educational Institutions in Indonesia

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Abstract

This study aims to determine the pedagogical, personal, social, and professional competencies of teachers in supporting the learning process of students at the Senior High School level. This study uses a qualitative descriptive approach with a field research type. Data collection techniques are carried out through observation, interviews, and documentation of teachers and the school environment. The results of the study indicate that: (1) Pedagogical competence includes the ability of teachers to design, implement, and evaluate learning effectively, as well as understanding the characteristics of students; (2) Personal competence is reflected in a stable, mature, wise, noble personality, and the ability to be a role model for students; (3) Social competence includes communication skills, the ability to establish harmonious relationships with students and fellow teachers, and the use of information technology in learning interactions; and (4) Professional competence is demonstrated through in-depth mastery of teaching materials, the selection of appropriate learning strategies and media, and teaching experience that supports the improvement of the quality of education. These findings emphasize the importance of the four dimensions of competence as the main foundation in improving the quality of education and the achievement of learning objectives.

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INTRODUCTION

Competence comes from English competency which means skill, ability, and authority. A person is considered competent in a particular field if they have mastered the skills to work in that particular field. According to Nana Syaodih, competence is performance that leads to the complete achievement of goals and a desired state. Meanwhile, Spencer states that competence is demonstrating characteristics which underlie behavior which describes motives, personal characteristics (traits), self-concept, values, knowledge or skills that a superior performer brings to the workplace. Competence in this case is viewing competence as a learning outcome from an educational perspective, which includes three aspects: knowledge, skills, and work attitudes.

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As an inherent individual characteristic, competence is a relatively stable and visible part of an individual's personality, and can be measured from the individual's behavior in the workplace or in various situations. Jordan, Carlile, and Stack distinguish between competence and competence. Competence is the ability to perform a set of tasks that require the integration of knowledge, skills, and attitudes, while competence is the ability to carry out a role effectively in a context. A teacher is not only required to have the knowledge, abilities, and teaching skills with the complexity of the role according to the tasks and functions they carry out, but also must be creative. Efforts to improve the quality of educational outcomes depend greatly on the teacher's ability to develop their creativity. Teacher creativity is even important in the learning process that can beentry pointin an effort to improve student learning outcomes.

To improve the quality of education, professional teacher competence is essential. Teachers play a crucial role in realizing national education goals. Teacher competence is the qualification of a teacher's abilities, encompassing attitudes, knowledge, and skills. Without the teacher's role, teaching and learning activities cannot proceed as they should. A teacher should possess a deep understanding of teaching. Teaching is not an easy task, but rather a demanding and challenging task. Teachers are highly demanded to possess both skills and expertise. Therefore, teachers must possess the skills and expertise to teach. These skills and abilities are the basic capital for a teacher in carrying out their activities or duties. Teacher competence also means that teachers possess the ability to understand, research, and provide facilities to create a safe, comfortable, enjoyable, and natural learning environment, enabling children to learn and develop their potential optimally.

Basically In general, teacher performance can be measured from the implementation of the tasks and responsibilities given to him in accordance with the provisions that have been set. Administratively, teachers are responsible to the school and have the task of carrying out the learning process effectively and efficiently. Teacher competency standards are developed as a whole from four main competencies, namely: 1) Pedagogical competency is the teacher's ability to manage learning, including understanding ideas so that they have in-depth academic knowledge and expertise. 2) Character competency is the individual capacity that reflects a strong, stable, mature, wise and authoritative personality, being a role model for students and having a noble personality. 3) Social competency is the teacher's ability as a social identity to interact with others. 4) Professional competency is the teacher's ability to master a topic in depth and thoroughly. The fourth skill is related to teacher performance.

The learning process requires the skills and creativity of teachers to foster students' interest in learning. Interest is a desire generated by the presence of something interesting, arousing attention or attraction to something. Interest is also a person's tendency to pay attention to something with a feeling of pleasure in doing it. Teacher competence is the quality of education so that it is more focused, and it is inseparable from the learning process in the classroom. Classroom learning encompasses two important aspects: the teacher and the student. Meanwhile, learning can be defined as the process of changing behavior through interactions between individuals and their environment. Learning is essentially an activity, so in the learning process, students need to participate significantly. In this regard, Carpenter and Dale emphasized the importance of learning media in the student learning process. It is not surprising that teachers are considered the key to the success of education and have a significant role in fostering, guiding, and training educational subjects to become quality human beings. The human quality in question is a complete, harmonious, and balanced person in spiritual, moral, social, intellectual, and other aspects.

So it can be understood that competence is a combination of knowledge, skills, values, and attitudes that are reflected in the habits of thinking and acting. Teacher competence consists of pedagogical competence, personal competence, social competence, and professional competence. Within these competencies there are abilities that consist of classroom management skills, material management skills, and teaching and learning process skills. A teacher can be expected to be able to apply his abilities both emotionally, intellectually, and spiritually so that the teaching and learning process can take place well, effectively, and efficiently. The competence of Islamic Education teachers is expected to be truly applied in the teaching and learning process, both for students and educators themselves so that the goal of education is achieved, namely creating people who are faithful and pious. For the process of learning activities, teachers are an important factor in playing a role as someone who can increase students' interest in learning so that students are more enthusiastic and passionate in participating in learning activities. There are various ways that teachers can do to increase students' interest in learning, one of which is by improving the teacher's competence.

In this regard, teachers are required to have adequate competence in managing learning. Factors in the process of developing a potential that students have are motivation and interest in learning. Motivation is an encouragement that makes someone do something in achieving a goal. Interest in learning is a feeling of pleasure in students to obtain various knowledge. Motivation and interest in learning that students have will make students more enthusiastic in participating in learning, but the lack of motivation and interest in learning that students have can make students feel anxious so that boredom arises and the desire for learning to be completed quickly. Regarding the lack of motivation and interest in learning, it is necessary for the role of teachers to be applied to students. the role of teachers who have been running well will be able to provide changes in increasing student motivation and interest in learning.

Observations conducted by researchers at SMAN 2 Tanah Abang Palembang found that there were deviant behaviors and lack of interest in learning, such as students who did not follow the learning in class, even though the learning time had started. This can be seen from the number of students who were outside the classroom, in the field, etc., paying less attention to the teacher during class hours, not doing the questions given by the teacher, and other things. And less than ideal teachers such as not using learning media, there was no ice breaking during learning, so students paid less attention to the teacher. Based on the problems above, researchers observed that teacher competence was not good enough in increasing student learning interest so researchers were interested in studying the Analysis of Teacher Competency Stages in Indonesian Islamic Educational Institutions.

METHODS

This research is a field research with a qualitative descriptive approach. This approach was chosen because it aims to describe in detail and in depth how teachers' pedagogical, personal, social, and professional competencies are applied in the learning process. Qualitative research is naturalistic, meaning that researchers are directly involved in the environment where data is collected to understand the phenomena being studied contextually. The location of this research is SMAN 2 Tanah Abang Palembang with a focus on teachers and grade XI students. Data collection techniques in this study consist of observation, interviews, and documentation. Observations were conducted directly on learning activities in the classroom to observe the practice of teacher competency in learning interactions. In-depth interviews were conducted with the principal, several subject teachers, and students as key informants who are considered to know the reality in the field.

Meanwhile, documentation is used as a complement in the form of written data such as curriculum, learning tools, and documentation of other school activities relevant to the research focus.

The data sources in this study consist of primary and secondary data sources. The primary data sources come from observations and direct interviews with the principal, teachers, and grade XI students of SMAN 2 Tanah Abang Palembang. Meanwhile, secondary data sources come from official school documents and archives that support the information collection process. The collected data were analyzed using the interactive data analysis model from Miles and Huberman which includes four stages: data collection, data reduction, data presentation, and conclusion drawing. Data collection was carried out simultaneously with the interview, observation, and documentation processes. After the data were collected, reduction was carried out to filter and summarize information relevant to the research focus. Then, the data were presented in the form of narratives, matrices, or thematic descriptions to facilitate the interpretation process. The final stage was conclusion drawing and verification, which were carried out repeatedly to ensure the validity and consistency of the data. With this method, the researcher hopes to gain a comprehensive understanding of teacher competency in supporting student learning success.

RESULT AND DISCUSSION

Teacher Pedagogical Competence in High School Student Learning

Pedagogical competence is the ability of Islamic Religious Education teachers to manage student learning. In learning activities, Islamic Religious Education teachers are required to possess pedagogical competence. The role of Islamic Religious Education teachers is crucial in the learning process. When Islamic Religious Education teachers can deliver their material effectively, students will enjoy the material. Islamic Religious Education teachers' abilities can be described as follows:

The ability of Islamic Education teachers to manage learning. Islamic Religious Education teachers will prepare all the lessons to be delivered to students, starting from learning tools, methods, and learning media. Managing learning begins with observing class conditions, praying, taking attendance, then entering the prepared learning materials and evaluating the learning. Here, Islamic Religious Education teachers use lecture, discussion, and PBL (Problem-Based Learning) methods. *Problem Based Learning* or using a template method transmitted using an infocus, as well as other methods adapted to the students' conditions during the learning process. Because each teacher here has their own method when teaching in class.

The ability of Islamic Education teachers to understand student character. Each student has their own character. To master student character, Islamic Religious Education teachers can observe the learning character of each student, ensure each student gets the same opportunity to actively participate in learning, teachers are aware of student behavioral deviations, and teachers help develop potential and overcome student deficiencies. Teachers must first understand student character by understanding how students learn with what methods and techniques when they are appropriate to the student's condition, students will more easily understand the learning.

Islamic Education teachers' abilities in teaching skills. Teaching skills are the ability of an Islamic Religious Education teacher in delivering learning materials such as mastery of learning materials and having the right methods for effective and efficient learning. A Islamic Religious Education teacher has teaching skills in the classroom which has a very positive impact on students. Every Islamic Religious

Education teacher has skills and teaching habits from these skills can make students understand and feel comfortable in the classroom. It can be understood that Islamic Religious Education teachers must have basic abilities to carry out education in schools, Islamic Religious Education teachers not only teach but also must educate because teaching is easy. Educating means providing morals or basic learning to students so that there is a change in students from those who cannot to be able.

Personal Competence of Islamic Education Teachers in Student Learning

Personality competence, namely demonstrating independence when acting as an educator through completing tasks, as well as determining. Independent decision-making, and self-reflection. An Islamic Religious Education teacher must have a good personality because by having a good personality, an Islamic Religious Education teacher will be able to solve problems effectively and be a good role model for students. Teacher abilities can be described as follows:

Stable Personality. A stable personality is a strong and steady personality. An Islamic Religious Education teacher must have a stable personality, especially in teaching activities because when an Islamic Religious Education teacher is emotionally unstable, which makes the Islamic Religious Education teacher easily angry, it will make students afraid, and this fear will result in a lack of interest in learning and students will not be able to concentrate on learning. **Adult Personality.** A mature personality is one who is independent and can manage himself, can distinguish between good and bad, and has good physical and mental health. Islamic Religious Education teachers must have a mature attitude, because when Islamic Religious Education teachers do not act maturely, students will not want to listen and Islamic Religious Education teachers will be underestimated or not appreciated. **Authoritative Personality.** Authoritative personality means having the right to rule and the power to be obeyed and obeyed by students. a PAI teacher must have authority because with authority students will be obedient and obedient to the PAI teacher. And more respect for us as a PAI teacher.

Wise Personality. A wise personality means being clever and careful in facing difficulties, always using reason, experience, and knowledge. A PAI teacher must be clever and careful, and possess a wise personality to have unique characteristics that distinguish them from others. Be a role model. An exemplary personality is something (actions, behavior, traits, etc.) that is good to imitate or emulate. A PAI teacher must be a role model for students, both in their speech and in their daily actions. **Noble Morals.** Noble morals are behaviors that conform to the norms of Islamic teachings, as stated in the Qur'an and Hadith, noble morals are also known as praiseworthy morals. A PAI teacher must have noble morals as taught in Islam according to the Qur'an and hadith.

Social Competence of Islamic Education Teachers in Student Learning

The social competence of Islamic Religious Education teachers is the ability to adapt to the demands of the work environment and the surrounding environment while carrying out their duties as Islamic Religious Education teachers. Islamic Religious Education teachers must possess a strong social conscience and a strong sense of concern for their surroundings. The ability of Islamic Education teachers to communicate and socialize with students Communication is the process or act of conveying a message to a recipient through a medium. Socializing with students involves interaction and mutual influence to achieve a goal. Islamic Religious Education teachers must be skilled at communicating effectively with students to achieve their goals. Communication between Islamic Religious Education teachers and students must be effective, and Islamic Religious Education teachers must also provide advice and motivation to students.

Islamic Education teachers have a high social spirit. A high social spirit is an attitude of caring for the interests of humanity and social society, and likes to help others. A PAI teacher must have a high social spirit and a sense of caring for fellow coworkers and students and the community, so that everything that is done can run well and in accordance with common goals. Success in the environment where we are will not be successful if done alone, so a caring attitude within ourselves must be possessed to make it easy to do something, like the saying "Berat sama dipikuk, ringan sama dijinjing," that togetherness can make difficult things become lighter, little things feel abundant, and heavy things become easier, no matter how heavy the task given if it is done with joy, then happiness will always be present for us. The ability to utilize information and communication technology functionally. Information and communication technology is a broad umbrella term encompassing all technical equipment for processing and conveying information. Almost all information and communication technologies function effectively, although they sometimes encounter challenges during their implementation.

Professional Competence of Islamic Education Teachers in Student Learning. The professional competence of Islamic Education teachers is the ability, knowledge, and experience they possess to optimally carry out their duties. These abilities, knowledge, and experience are essential for optimal activity implementation. The ability of Islamic Education teachers to master learning materials broadly. the ability to master learning materials broadly is the ability to provide learning materials in the form of theory and practice. Islamic Religious Education teachers strive to master the material to the maximum in order to help provide understanding to students. No Islamic Religious Education teacher wants his students to be stupid, so with the existing abilities, Islamic Religious Education teachers try their best to provide the best for their students, even though sometimes there are students who underestimate Islamic Religious Education teachers, Islamic Religious Education teachers will still try so that students understand what Islamic Religious Education teachers convey because being an Islamic Religious Education teacher we are required to be professional in anything.

The ability of Islamic Education teachers to choose learning methods or media.

A method is a set of systematically arranged steps. Media is a tool capable of conveying or delivering teaching messages. Before giving a lesson, the Islamic Religious Education teacher first observes the students. After observing the students, the Islamic Religious Education teacher selects the appropriate method and media according to the students' abilities. The methods and media used by the Islamic Religious Education teacher in learning are appropriate to the conditions and abilities of the students so that the learning objectives are achieved.

Has extensive experience. Extensive experience is the most advanced level of experience, or work, mastery and comprehensive understanding. To add better experience, Islamic Religious Education teachers always evaluate their teaching methods both in terms of methods, media, and learning preparation here every teacher always tries to be better than before in order to be better. Although there are those who are experienced and there are also those who are new to teaching, but even though we are experienced, of course we must always learn and continue to learn to be an example for students / students and for those who are new to experience to always ask those who are more experienced than him and continue to learn better. Have a sense of togetherness with other teachers. A sense of togetherness is a sense of awareness, commitment, care and willingness to help each other, give to each other, sacrifice each other selflessly in order to realize a better life together. Most teachers at SMAN 2 already have a sense of togetherness,

togetherness in evaluating their teaching methods and sharing about the conditions of students they face when they teach in class, as well as helping each other in solving problems in a teacher's duties, discussing problems of high-achieving students so that they can continue to a higher level after graduation.

CONCLUSION

Based on the results of research and discussion on the topic that the researcher studied regarding the Competence of Islamic Education Teachers in Student Learning at SMAN 2 Tanah Abang Palembang, it can be concluded that the pedagogical competence of Islamic Education teachers, personal competence of Islamic Education teachers, social competence of Islamic Education teachers, professional competence of Islamic Education teachers in student learning. Pedagogical Competence of Islamic Religious Education Teachers in Student Learning, is a teacher who has good pedagogical competence is able to create and manage learning in the classroom well and comfortably, encourage students to think and inspire students to improve students' ideas and imagination, use varied methods such as discussions and quizzes so that students have a high interest in learning and are able to defend their arguments, teachers have mastery of the material, choose the right methods and media and have the ability to deliver learning well. Personal Competence of Islamic Religious Education Teachers in Student Learning, is that Islamic Religious Education teachers have a stable personality, are able to control themselves and strong emotions, a mature personality that reflects an independent figure, an authoritative personality that is able to be respected and honored, a wise personality that has intelligence and accuracy in delivering learning well, is a role model that has good behavior, character, and actions, has noble morals and guides towards positive things as taught by Islam, as taught by the Qur'an and Hadith.

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