

## **MANAGEMENT OF TEACHER COMPETENCY DEVELOPMENT IN THE MADRASAH IBTIDAIYAH NEGERI**

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**Abstract:** The goal of this research was to examine the Planning of Teacher Competency Development in Madrasah Ibtidaiyah Negeri 1 Gunung Sitoli City, the Organizing of Teacher Competency Development in Madrasah Ibtidaiyah Negeri 1 Gunung Sitoli City, the Implementation of Teacher Competency Development in Madrasah Ibtidaiyah Negeri 1 Gunung Sitoli City, and the Monitoring of Teacher Competency Development in Madrasah Ibtidaiyah Negeri 1 Gunung Sitoli City. The data collection technique used interviews, observations, and documentary studies, while the standard data validity suggested by Lincoln and Guba consisted of credibility, transferability, dependability, and confirmability to strengthen the validity of the data found and the authenticity of the research. The technique used in planning teacher competency development is to collect all recommended programs, then discuss and discuss and decide which programs will be carried out, such as workshops, training, outbound, and programmatic delivery of teachers for every training held by the Ministry of Religion or other agencies.

**Keywords:** Competence; Development; Madrasah Ibtidaiyah.

### **INTRODUCTION**

Because education is essentially a process of developing human potential for the future, it is a fundamental field that must be managed properly and correctly by the government and the community. Education, as a tool for developing human resources, needs to be improved, even though we are still dealing with a variety of issues. Improving education quality must be done in stages, planned and systematic, directed and intensively, so that it becomes an effective school, to prepare Indonesian human resources to compete in the globalization era, which is full of competition in various fields of life.

According to the Australian State Education Institute Victoria (State Government Victoria), the following components of an effective school are stated in the effective school model: having a vision and goals, focusing on teaching goals, high expectations, promoting learning, accountability, a stimulating and safe learning environment, professional leadership, focusing on learning and teaching. Suparlan identifies the following characteristics of school effectiveness (Suparlan, 2008):

1. Effective principal leadership.
2. A secure and welcoming school environment.
3. Emphasis on mastery of fundamental skills (emphasis on the acquisition of basic skills).
4. Teachers have high standards for student learning outcomes (teacher high expectations).
5. Regular evaluation of learning outcomes (frequency of evaluation).

Efforts to make schools more effective are not easy because numerous factors relate to and affect school effectiveness. Creemers provides five school effectiveness factors in the poster, which he concludes from the results of his research using what is known as an extrapolation of school effectiveness factors, namely: 1) strong educational leadership, 2) high expectations of student achievement, 3) emphasis on basic skills, 4) a safe and orderly environment, and 5) evaluation, which is frequently for student progress (Cyril, 2005).

Referring to the factors that are related to and affect the effectiveness of the schools/madrasahs listed above, it is possible to conclude that numerous factors are related to and affect the effectiveness of the schools/madrasahs. Among these factors, the madrasa principal's leadership and teacher performance are two very important factors because they have a large influence on and are related to school effectiveness. Many studies have examined teacher leadership and performance in improving school effectiveness, including Wiyono's research, which shows that there is a significant relationship between teacher enthusiasm in carrying out tasks and the four classifications of principal leadership styles. Furthermore, Wiyono's research demonstrates that the principal's leadership is the primary factor that encourages teachers' work spirit in carrying out their duties. In line with this, Kempa demonstrated in his research that there was a causal relationship between principal leadership behavior and teacher performance at public elementary schools in Ambon City (Rudolf, 2009). Similarly, Usa found a significant relationship between the principal's leadership style and teacher performance at public high schools in Buton Regency and Bau-Bau City (Usa, 2007). Meanwhile, according to one of the findings of Maupula's research, there is a significant relationship between principal leadership behavior and teacher performance, as well as other factors such as job satisfaction and organizational climate. According to the findings of Creemers and Reynolds' research, leadership plays a role in creating organizational reality and shaping organizational culture. Because leaders who always provide support are leaders who pay attention to their subordinates' needs, welfare, and the creation of a friendly atmosphere in their work unit (Yukl, 2001). Numerous other studies demonstrate the critical importance of leadership and teacher performance in improving the effectiveness of schools/madrasah.

According to Sagala, "school effectiveness is the specification of organizational development procedures that are consistent with school needs and learning is centered on the managerial process of the madrasah principal, the functioning of the school's organizational structure, teacher performance, student learning readiness, and non-teacher personnel work performance so that goals and targets are optimally achieved." This definition emphasizes the importance of the principal's managerial process, the school's organizational structure, teacher performance, student learning readiness, and non-teacher personnel performance. Less readily available learning media, rewards, welfare, and so on.

## **METHOD**

This study used a qualitative approach with phenomenology, to describe the behavior of the informants, namely the Head of Madrasah Ibtidaiyah Negeri 1 Gunung Sitoli City, and teachers, about the existing social situation. According to Bogdan and Taylor in Moleong, qualitative research produces written or spoken descriptions of the behavior of actors that can be observed in a social situation. The researcher attempts to comprehend the Management of Teacher Competency Development at Madrasah Ibtidaiyah Negeri 1 Gunung Sitoli City in this context. A phenomenological interpretation is used with a pattern of intent, purpose, and meaning to interpret the data on the meaning of the informant's behavior.

This study was carried out at Madrasah Ibtidaiyah Negeri 1 Gunung Sitoli City, with madrasa principals and teachers serving as research subjects. The researcher chooses this location based on the ease of obtaining data, the researcher focuses more on the problem to be studied because the research location is close to the researcher, and the researcher's ability, both time and limited funds.

## **RESULTS AND DISCUSSION**

Madrasah Ibtidaiyah Negeri 1 Gunung Sitoli City creates quality teacher competency development activities that will make teachers more professional in their teaching, good management is required to manage these activities, which all begins with good planning.

Organizing the Madrasah Heads in Developing the Competence of Madrasah Ibtidaiyah Negeri 1 Gunung Sitoli City Teachers. Organizing functions as a process of determining structure, task division, and authority in the effective determination of personnel resources in task implementation.

Implementation of the Head of Madrasah Plan for Developing Madrasah Ibtidaiyah Teachers' Competence in Gunung Sitoli City. The movement's function is to carry out the previous planning and organizing activities. The project movement function focuses on fostering cooperation among group members as well as increasing the morale of all members to achieve organizational goals. Moving or actuating is an action that motivates all members of a group to strive for common goals by managerial planning and organizational efforts. So actuating means motivating people to work independently or collaboratively to achieve the desired results. In this case, leadership is required. The execution of work is referred to as actuating. The grave manager directs his actions in that direction to physically carry out the activities of these activities. Examples include leadership (leader), orders, communication, and counseling (advice).

Madrasah Heads' Supervision in Developing the Competence of Madrasah Ibtidaiyah Negeri 1 Gunung Sitoli City Teachers The implementation of supervision is carried out as a form of observation or monitoring process on the implementation of organizational activities to ensure

that all work being carried out follows a predetermined plan; additionally, this activity is expected to be able to monitor the possibility of deviations in various ways so that organizational goals can be achieved.

In this madrasah, the implementation of teacher competency development is carried out by the madrasa's head himself; in every activity carried out, the madrasa's head continues to pay attention to how the activity runs smoothly so that the desired goals are met to the greatest extent possible. The head of the madrasa not only supervises but also evaluates, to improve the next activities to be carried out, as revealed by the head of the madrasa in interviews regarding the evaluators, which he explained as follows:

"Of course, there is an evaluation, such as holding communications in the form of regular meetings. Starting with the staff, homeroom teachers, and teachers, we hold regular meetings to evaluate the program for previous activities that can be improved in the next activity."

The same sentiment was expressed by another teacher in an interview regarding the evaluation conducted by the madrasa's head, which he explained as follows:

"Yes, after the activity is completed, the head of the madrasa will briefly review the activity and ask for our feedback on the activities that were held." the extent to which teachers understood the concepts presented in the workshops and training."

According to the interviews above, the head of the madrasah at Madrasah Ibtidaiyah Negeri 1 Gunung Sitoli City does not just carry out activities like that; during their implementation, the head of the madrasah continues to supervise these activities so that they run smoothly and produce good results, and after the activities are completed, the head of the Madrasah 1 also conducts evaluations of these activities, which are usually carried out at regular meetings of the Mad Very beneficial for teacher competency development, because if teachers continue to be nurtured and cared for, they will be less reluctant to participate in PBM activities. Because they are constantly directed, they will have a better understanding of their responsibilities as educators. One of the impediments to the implementation of teacher competency development is the implementation time, which always clashes with learning, such as training activities held by the service, of course on weekdays and when the teachers are studying, of course, it interferes with learning activities, and to find out these impediments, the madrasah prepares picket teachers, albeit not as optimally as we would like, or if the teacher does not allow it, as we would like.

The findings of this research analysis are aimed at efforts to analyze research exposures to uncover research findings guided by the research focus in chapter I. Based on the research presented above, the following conclusions can be made about the management of madrasah heads in developing teacher competence in Madrasah Ibtidaiyah Negeri 1 Gunung Sitoli City:

The first finding is that the difference in planning for teacher competency development at MIN Medan can be concluded that the head of the madrasah in this madrasa in developing teacher competence through prior planning, even though the planning was only through internal meetings with the deputy head of madrasa and did not involve teachers in the planning, because the head of the madrasa and the vice-principal did not want to interfere with the teachers' annual learning and the method used is to gather all of the suggested programs and then select if it is appropriate, it will be saved as a plan to be implemented, but if it is not appropriate or accepted, it will be crossed out. Workshops, training, outbound travel, and other activities are planned, and if there is training from outside parties, the madrasa will send teachers to participate in these activities to develop teacher competence.

This madrasah plans its activities before carrying them out, which is very good because Stephen P. Robbins and Mary Coulter define the plan as follows: *Plans are documents that outline how goals are going to be met and they typically describe resource allocations, schedules, and other necessary action to accomplish the goals* (Coulter). According to Robert Kreitner, *A plan is a specific, documented intention consisting of an objective and action statement. The objective portion is the end, and the action statement represents the means to that end. Stated another way, objectives give management targets* (Kreitner, 2007).

All managerial activities and actions adhere to the plan. Plans are the outcome of planning. A well-planned project will eliminate the risk of failure. The plan determines the direction of the organization and its activities. This means that the goal of each plan and all derivative plans is to assist in the achievement of organizational goals. Thus, MIN Medan's planning in developing teacher competence is very good, because the activities to be carried out have clear guidelines on what business will be carried out in the future, and what programs are planned.

This madrasah's planning is quite good, as it collects several programs and then selects the programs that have been collected by discussing the programs one by one. However, madrasahs should include teachers in the planning process, because good planning should include all of the elements involved. This is supported by Mondy and Premeaux's viewpoint, which states that planning is a process of determining what should be accomplished and how to make it a reality. This means that in planning, it will be determined what will be accomplished by making plans and how plans will be carried out to achieve the goals established by managers at each level of management (Premeaux, 1995). So, while not all teachers are involved in the planning, at least or at least there are teachers as representatives who participate in planning activities for teacher competency development.

The second finding of the organization of teacher competency development activities at Madrasah Ibtidaiyah Negeri 1 Gunung Sitoli City is that the head of the madrasa does not

specifically form an implementation team but is only appointed as deputy head of the madrasa, and teachers with good competence are welcome. to fill the material in the training, because the head of the madrasa believes that WKM has more free time than the teacher, and while that is the task of the WKM, it is hoped that in its implementation, the head of the madrasa will work together to improve the teachers in this madrasah.

The Head of Madrasah Ibtidaiyah Negeri 1 Gunung Sitoli City has made plans with the Deputy Head of Madrasah in developing teacher competence, which is, of course, a good thing, but what has not been good in developing teacher competence carried out by the Head of Madrasa is the absence of a special structure to run teacher competency development activities, in the organizing theory expressed by Cetro, organizing is defined as a process in its terminological sense (Cetro, 1994). This usage emphasizes the achievement of the management system's goals, and it not only clarifies the goals but also explains what resources will be used to achieve them. According to Terry, organizing is an effort to create clear task relationships between personnel so that everyone can work together in good conditions to achieve organizational goals (George, 1975). Thus, madrasahs' organization is only at the stage of appointing WKM, but it lacks a clear relationship, such as a structure that will clarify the status of tasks in implementing the previously planned program.

The third finding concerning the implementation of teacher competency development in Madrasah Ibtidaiyah Negeri 1 Gunung Sitoli City is that the activities carried out in developing teacher competency at Madrasah Ibtidaiyah Negeri 1 Gunung Sitoli include training conducted at the beginning of each semester, monthly workshops, and sometimes there are also outbound. Concerning the timing of the implementation of teacher competency development, namely: the workshop is usually held at the end of each month, and the training is usually carried out at the beginning of the semester, and sending teachers to the training is dependent on the parties involved in its implementation, where the teacher competency development is carried out in Madrasahs. The teacher's room is known as the center of activity at Ibtidaiyah Negeri 1 Gunung Sitoli City because the teacher's room can accommodate all teachers, so the teacher's room is a strategic place to conduct training, but if the training is carried out by outsiders who invite us, then the place for implementation is of course at their respective venues.

In this development, the principal is very dominant, followed by the Madrasah Deputy Head, demonstrating that the madrasa principal truly wants the teachers they lead to have developed competencies and can advance the madrasa, which is well received by the teachers, and there are even some teachers who strongly support the activities carried out by the madrasa, the head of the madrasa. The rat does not simply attend class and then leave. And the strategy for maintaining the competence of madrasa headteachers is to reward teachers who excel, which

encourages other teachers to excel as well. Not only teachers but also students who excel are rewarded.

The fourth finding relates to the supervision and evaluation of the implementation of teacher competency development in Madrasah Ibtidaiyah Negeri 1 Gunung Sitoli City. It can be seen that the head of the madrasa at Madrasah Ibtidaiyah Negeri 1 Gunung Sitoli City does not simply carry out such activities; rather, the head of the madrasa continues to supervise these activities during their implementation. After the activity is completed, the head of the madrasa evaluates these activities, which are usually carried out at regular meetings that review previous activities and analyze for future activities, teacher competency development activities carried out at Madrasah Ibtidaiyah Negeri 1 Kota Gunung Sitoli is very useful for teacher competency development, because if teachers continue to be fostered, they will be reluctant to teach. Because they are constantly directed, they will have a better understanding of their responsibilities as educators.

One of the impediments to the implementation of teacher competency development is the timing of the implementation, which always conflicts with learning, such as training activities held by the service, of course on weekdays and when the teachers are studying, of course, it interferes with learning activities, and to find out these impediments, the madrasah prepares picket teachers, albeit not as optimally as we expect, or if the teacher replaces us as we expect.

## **CONCLUSION**

Teacher Competency Development Planning at Madrasah Ibtidaiyah Negeri 1 Gunung Sitolidila The planning is done by the head of the madrasa in collaboration with the Deputy Head of the Madrasa. The technique used in planning teacher competence development is to collect all recommended programs, then discuss and discuss and decide which programs will be carried out, such as workshops, training, outbound, and programmatic delivery of teachers for every training held by the Ministry of Religion or other agencies.

Organizing Teacher Competency Development at Madrasah Ibtidaiyah Negeri 1 Gunung Sitoli City by appointing several people, including deputy madrasa heads and teachers, who have the competence and ability to become trainers or resource persons in this development activity.

Implementation of Teacher Competency Development in Madrasah Ibtidaiyah Negeri 1 Gunung Sitoli City via training activities or workshops held at the start of each semester and occasionally outbound. The madrasa head directs the implementation of teacher competency development at Madrasah Ibtidaiyah Negeri 1 Gunung Sitoli City, as well as the evaluation.

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