



PROFESSIONAL COMPETENCE OF AKIDAH AKHLAK TEACHERS IN MADRASAH ALIYAH NEGERI 2 MEDAN MODEL

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Abstract

This article aims to determine the professional competence of Akidah Akhlak teachers in carrying out the teaching and learning process. This research uses a qualitative descriptive method, which describes and interprets objects according to what they are to describe the overall situation or event. The results of the study revealed that Akidah Akhlak Madrasah Aliyah Negeri 2 Medan Model has not fully implemented the professional competency indicators contained in Law Number 14 of 2005. Some of the indicators that have been applied include having knowledge and mastery of the field of study being fostered, indicators of having the right attitude towards oneself, peer schooling, and the field of study being fostered, and indicators of having teaching skills. The findings reveal that indicators that have not been fully implemented are indicators of knowing the learning and behavior of learners.

Keywords: Competence, Professional Teacher, Akidah Akhlak

Abstrak

Artikel ini bertujuan untuk mengetahui bagaimana kompetensi profesional guru Akidah Akhlak dalam melaksanakan proses belajar mengajar. Penelitian ini menggunakan metode deskriptif kualitatif, dimana menggambarkan dan menginterpretasikan objek menurut apa adanya untuk menggambarkan keseluruhan situasi atau peristiwa. Hasil penelitian mengungkapkan bahwa Akidah Akhlak Madrasah Aliyah Negeri 2 Medan Model belum sepenuhnya menerapkan indikator kompetensi profesional yang tertuang dalam Undang-undang Nomor 14 Tahun 2005. Adapun beberapa indikator yang telah diterapkan antara lain indikator memiliki pengetahuan dan penguasaan bidang studi yang dibina, indikator memiliki sikap yang benar terhadap diri sendiri, sekolah teman sebaya, dan bidang studi yang dibina, dan indikator memiliki keterampilan mengajar. Hasil temuan mengungkapkan bahwa indikator yang belum sepenuhnya dilaksanakan adalah indikator mengetahui belajar dan perilaku peserta didik.

Keywords: Kompetensi, Guru Profesional, Akidah Akhlak

INTRODUCTION

Competence is a set of knowledge, skills, and behaviors that must be possessed, lived, and mastered by teachers or lecturers in carrying out professional duties.¹ Competence can also be interpreted as the teacher's ability to determine or decide something.² Based on the meaning of etymology, competence is defined as the ability required to perform or to do or carry out work based on knowledge, skills, and work attitudes. So that it can be formulated that competence is defined as the ability of a person's abilities that can be observed including knowledge, skills, and work attitudes in completing a job or task of completing a job or task following standards established performance standards set.³ Based on some of the opinions above, it can be understood that competence is a set of abilities that a person must have about carrying out his professional functions, such as teachers, doctors, nurses, and other professions.

Professional teachers who are educated and trained and must master the foundation of education.⁴ Not only limited to formal education, but teachers also understand the important things in education itself. Based on this, it can be said that teachers' low quality and professionalism in Indonesia can be seen from the feasibility of competence when a teacher teaches.⁵ While the term "Professional" itself, comes from the word "profession", absorption and English, namely "profession" or Latin, "profecus", which means to recognize, the existence of recognition, to declare capably, or to be an expert in doing a job⁶.

The professional competence of teachers is something that every teacher should implement. Many things happen in the school environment such as students who are often encountered lazily, going in and out of class during class for various reasons, and so on.⁷ This occurs due to the reduced interest of students to participate in learning and is related to the professional competence of teachers in delivering certain teaching materials. To improve the teacher's professionalism, teachers are required to carry out a more innovative learning process for students. Teacher competence (teacher competence) is an ability that must be possessed by a teacher in carrying out his duties. Lubis⁸ reveals that "*The character of a teacher must include the competence of teachers as stipulated in the Law of the Republic of Indonesia Number 14 of 2005 concerning Teachers and Lecturers including: pedagogical competence, personality competence, social competence, and professional competence*".

¹ Presiden Republik Indonesia, "UU No. 14 Tahun 2005, Tentang Guru dan Dosen," Pub. L. No. UU No. 14 Tahun 2005 (2005).

² Pusat Bahasa Departemen Pendidikan Nasional, *Kamus Besar Bahasa Indonesia Edisi Ketiga* (Jakarta: Balai Pustaka, 2001).

³ Direktorat dan Kemahasiswaan Pembelajaran, "Kerangka Kualifikasi Nasional Indonesia," Kementerian Pendidikan dan Kebudayaan, 2011, <https://luk.staff.ugm.ac.id/atur/KKNI/Kompetensi-LO.pdf>.

⁴ Oemar Hamalik, *Pendidikan Guru Berdasarkan Pendekatan Kompetensi* (Jakarta: Bumi Aksara, 2002).

⁵ Rizki Akmalia, "Pengaruh Perilaku Individu, Kelompok Dan Tim Kerja Terhadap Kinerja Guru Di Sekolah Menengah Atas Negeri 3 Medan" (Universitas Islam Negeri Sumatera Utara, 2019).

⁶ R. Suyato Kusumaryono, "Mengembalikan Profesionalisme Guru," *Jendela Pendidikan dan Kebudayaan*, t.t., <https://jendela.kemdikbud.go.id/v2/berita/detail/mengembalikan-profesionalisme-guru>.

⁷ A Sulastri, S., Fitria, H., & Martha, "Kompetensi Profesional Guru dalam Meningkatkan Mutu Pendidikan," *Journal of Education Research* 1, no. 3 (2020), <https://doi.org/10.37985/jer.v1i3.30>.

⁸ Reza Noprial Lubis, "Implementation Of Personality Competence Of Islamic Religious Education Teachers In The Integrated Islamic Elementary School Syarif Ar-Rasyid Islamic School Medan Academic Year 2017/2018," *ANSIRU PAI: Pengembangan Profesi Guru Pendidikan Agama Islam* 3, no. 2 (2019): 135–45, <https://doi.org/10.30821/ansiru.v3i2.5862>.

According to Kristiawan, the professional competence of teachers includes: 1) mastering the structure and curriculum materials of the field of study; 2) mastering the substance of the field of study and its scientific methodology; 3) mastering and utilizing information and communication technology in learning; 4) organizing curriculum materials for the field of study, and 5) improving the quality of learning through classroom action research.⁹

Professional competence that exists in a teacher involves various basic things in the implementation of his profession. This refers more to the teaching practice he carries out, namely knowledge of the teaching material, self-mastery, and skills in teaching. Developing competencies is something that should concern a teacher. According to Salirawati, the concept of lifelong learning is the main thing for a professional teacher.¹⁰ Therefore, teachers should have the desire to improve their abilities such as increasing their knowledge, reading from various sources such as the internet, books, participating in seminar activities, and so on. In this connection, teachers can participate in various activities that support the improvement of their competencies. Some of the activities that can be followed in Government Regulation Number 74 of 2008 concerning Teachers are such as teacher working groups, subject teacher deliberations, school supervisory working groups, and school supervisor work deliberations.¹¹

Several relevant studies on the professional competence of teachers reveal that the professional competence of teachers is a teacher who has special skills and expertise in the field of teaching so that they can carry out their duties optimally.¹² The efforts made by the principal and teachers in developing the professional competence of teachers are by attending training, upgrading training, workshops, and teacher work groups.¹³ Professional teachers must have good teaching skills, be insightful, master the curriculum, master learning media, master technology, have a good personality and be a good role model.¹⁴ The teacher's professional strategy in implementing learning includes mastering the material, structure, concepts, and scientific mindset that supports the subjects taught. This is done by reviewing the material before proceeding, adjusting the material to the media/learning resources.¹⁵

Another study is the one conducted by Eti Dwi Koriati, et al¹⁶ the title, which concludes that efforts to improve the professional competence of Madrasah Ibtidaiyah teachers can be carried out through the following steps: First, the efforts made by basic education teachers in improving their professional competence, including participating in teacher upgrading, training, workshops, national or international seminars, and teacher deliberations in the field of study,

⁹ M. Kristiawan dan N Rahmat, "Peningkatan Profesionalisme Guru Melalui Inovasi Pembelajaran," *Jurnal Iqra': Kajian Ilmu Pendidikan* 3, no. 2 (2018), <https://doi.org/10.25217/ji.v3i2.348>.

¹⁰ D Salirawati, *Smart Teaching Solusi Menjadi Guru Profesional* (Jakarta: Bumi Aksara, 2018).

¹¹ PP 74 Tahun 2008, "Peraturan Pemerintah Nomor 74 Tahun 2008 Tentang Guru" (2008).

¹² A Utami, I. H., & Hasanah, "Kompetensi Profesional Guru Dalam Penerapan Pembelajaran Tematik di SD Negeri Maguwoharjo 1 Yogyakarta," *Pionir: Jurnal Pendidikan* 8, no. 2 (2019): 121–39, <http://dx.doi.org/10.22373/pjp.v8i2.6232>.

¹³ Sulastris, S., Fitria, H., & Martha, "Kompetensi Profesional Guru dalam Meningkatkan Mutu Pendidikan."

¹⁴ Hanifuddin Jamin, "Upaya Peningkatan Kompetensi Profesional Guru," *At-Ta'dib: Jurnal Ilmiah Prodi Pendidikan Agama Islam* 10, no. 1 (2018): 19–36.

¹⁵ M. A. Cut Fitriani dan N Usman, "Kompetensi profesional guru dalam pengelolaan pembelajaran di MTs Muhammadiyah Banda Aceh," *Jurnal Administrasi Pendidikan: Program Pascasarjana Unsyiah* 5, no. 2 (2017).

¹⁶ Eti Dwi Koriati, Aldo Redho Syam, dan Ayok Ariyanto, "Upaya Peningkatan Kompetensi Profesionalisme Guru Pendidikan Dasar Dalam Proses Pembelajaran," *AL-ASASIYYA: Journal Basic of Education(AJBE)* 5, no. 2 (2021): 85–95, <http://dx.doi.org/10.24269/ajbe.v5i2.4815>.

increasing knowledge through mass or electronic media, and improving the profession through self-study; and second, the efforts made by the principal in improving the professional competence of basic education teachers, including: Empowering the improvement of the professionalism of basic education teachers through cooperation with advanced and developing basic education institutions, providing opportunities for basic education teachers to improve their profession, encouraging the involvement of basic education teachers in every school education activity (participatory), and increasing the knowledge of basic education teachers through deliberation, both fellow material teachers and as a whole.

The difference between this research and other relevant research is that this research is subject teacher Akidah Akhlak in MAN 2 Model Medan, by examining research objects about the application of Teacher professional competencies.

RESEARCH METHODS

This research is descriptive qualitative research. This research is intended to analyze, describe, or elaborate information about the professional competence of teachers in learning in the MAN 2 Model Medan. Primary data sources in this study include; the principal, Teacher Akidah Akhlak, PKS 3 in the field of Student Affairs and Students. The secondary data sources are additional data sources such as documentation, study books, lesson plan teacher akidah akhlak, as well as reports and documents related to teacher professional competence. These secondary data sources are done to get a more accurate data source. Secondary data is obtained through photos, videos, writings, and recordings related to processes, strategies, and implications in carrying out moral learning.

In this study, data collection was carried out in a natural setting in 3 (three) ways, namely; observation techniques, interview techniques, and documentation techniques. Then the data analysis technique used refers to a Milles & Huberman concept, namely data reduction, data presentation, and drawing conclusions.¹⁷ The data that has been reduced is data that provides a sharp picture of the results of researchers' observations related to the professional competence of Akidah Akhlak teachers. Then the researcher presents data that has been systematically compiled in the form of narrative text to later provide convenience in drawing conclusions that are temporary so that they need to be verified to get objective conclusions. To test the validity of the data is carried out by extending the period of observation, triangulation, and observation carefully, and holding members and checks so that the information obtained can be used in research by what the informant means.¹⁸ Data findings can be declared valid if there is no difference between what the researcher reported and what happened to the object under study.

¹⁷ Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan Re&D* (Bandung: Alfabeta, 2013).

¹⁸ Sugiyono, *Metode Penelitian Administratif* (Bandung: Alfabeta, 2012), 270

RESULTS AND DISCUSSION

Have Knowledge Of Learning and Human Behavior

The observations made by the researchers illustrate that the teacher has knowledge about learning, where it can be seen from the learning activities carried out that the teacher provides opportunities for students to ask questions. However, researchers saw that teachers still seemed to force the form of learning that was carried out, and seemed to force students to follow the learning style presented by the teacher.

In this regard, the head of the madrasa gave an explanation through an interview, that: "In general, the teachers in our madrasa know about learning. It is visible and understandable that our teachers have completed higher education programs. Therefore, it can be viewed that they have sufficient understanding for the problem of learning and understanding the level of human (learner) practice."

The results of the interview above, give an idea that the teacher has understood about the supporting theories for the continuity of their learning activities. This is only based on assumptions, because existing teachers have gone through higher education (Strata 1) who make the assumption that they have understood about teaching and learning activities.

This is in line with what teacher Akidah Akhlak revealed in the interview, who said that:

"Of course we more or less understand about learners, about their learning, or about students' attitudes and behaviors. So, that's what we learned during our higher education for Strata 1."

The interview above explains that Master does have knowledge about learning and human behavior. It is based on the education of Teachers who have already passed higher education, which makes them have learned about learning and the behavior of learners.

Through the study of documents that the researcher conducted, it also provided an overview in accordance with what was stated from the interview with the head of the Madrasah. Through Administration, researchers found a list of names of Teachers, who had more Bachelor's degrees (Strata 1). This makes the assumption that in general teachers understand the implementation of teaching and learning activities.

Furthermore, Teacher Akidah Akhlak explained in the interview, that:

"So far, we, especially myself, have never participated in competency improvement activities such as seminars, workshops, workshops, or other activities. So indeed sometimes, there are difficulties found in understanding student behavior. Although I understand the theory in general, sometimes there are technical things that cannot be reached such as students who are more selfish in the abandonment of learning, simple assumptions about learning from learners, and so on."

Based on the interview above, it can be concluded that teachers do understand the science of learning or the behavior of students. However, some things are technical and cannot be controlled by the Teacher. This makes it difficult for the teacher to apply his learning in the

classroom. Although this is not meaningful for the class, it is still classified as an obstacle to the teaching and learning process.

Based on the results of observations, interviews, and documentation, it can be concluded that the Teacher of Akidah Akhlak MAN 2 Medan Model has not fully implemented the professional competence of knowledge indicators about learning and human behavior. This is based on an interview statement that explains that the teacher does not fully understand the behavior of students due to various things, such as teachers who have never attended training, seminars, and so on for an explanation of student behavior.

Have Knowledge and Master the Field of Study He Fosters

The teacher is the central figure in the implementation of learning, who is required to understand or master the field of study he is carrying out. This is the duty and responsibility of a teacher in the classroom. Through the results of the observations made, researchers found that teachers provided material explanations equipped with various teaching needs such as media, teaching material books, and so on.

The head of the madrasa stated an interview conducted,

"We do give directions to teachers to complete their teaching needs, to be able to improve the quality of learning that is carried out. This refers to providing props, or supporting learning media."

The interview above gives the idea that the Head of the Madrasah understands and gives direction to the teachers to create learning media to support their learning. This is in line with what was expressed by teacher Akidah Akhlak, who stated:

"We do strive to provide learning media, even simple ones. However, sometimes not all forms of material require excessive learning media. Sometimes, we take them to a learning atmosphere that utilizes the tools in the classroom, as a learning medium."

The interview above explains that the class teacher has understood the learning media and is trying to create engaging learning. Sometimes, the class teacher creates the learning media only from the class itself. This certainly supports the achievement of the learning objectives that are built.

The implementation of learning related to mastery of the material does require sufficient knowledge to be carried out. This is also influenced by various things, which of course can also affect or even hinder the pace of learning itself. The head of the madrasa gave a statement that:

"So far, there are no significant obstacles to the continuity of the learning activities that we carry out. Teachers are considered sufficient for mastery of the teaching material they carry out. But indeed, technical obstacles that are mild are usually found, such as power outages, weather conditions that are too bad, and so on. However, this is conditional and has no major effect on learning."

The results of the interview above give an idea that there have been no difficulties in the teaching activities of teachers. Under certain conditions, it is indeed faced with various technical things such as power outages, bad weather conditions, and so on. However, this is conditional and does not have a major effect on the obstacles to the learning process.

This is in line with what was revealed by teacher Akidah Akhlak, who gave the information:

"If the obstacles are not too big. That is, the obstacles do not merely make the learning bad and not carried out. Those obstacles are usually from the outside, such as heavy rains that make it difficult for us to deliver teaching materials, then power outages that make us unable to display learning media that requires electricity. Plus, sometimes what hinders it is born from the learners themselves, such as learners who are classified as not serious in their learning."

The interview above explains that there are no significant obstacles found during the teacher's learning activities. This can provide a conclusion that the Teacher has met the indicators of mastery of the field of study he is carrying.

Have The Right Attitude About Yourself, Peer School, and The Field Of Study He Fosters

Understanding oneself, one school, peers, and the field of study they carry is important for carrying out the professional competence of teachers. Every teacher must understand and live it. Based on the observations made, it can be seen that Teacher Akidah Akhlak in MAN 2 Model Medan, communicates with other teachers in the Teacher's Room. Teacher Akidah Akhlak is seen speaking kindly to his interlocutor.

Teacher Akidah Akhlak explained through an interview, that:

"With regard to attitudes, connecting with peers, and even the subject matter being carried out, so far I understand that and strive to be able to apply as it should be in a school setting. Especially the issue of attitude, which I have noticed so far."

This is in line with what was revealed by the Head of the Madrasa, who explained in the interview:

"The issue of attitude, indeed I see that our Akidah Akhlak Teacher has been doing well so far. He can control and apply the attitude he should be as a teacher. So it's a look."

In practice this indicator, of course, various obstacles are possible. In this regard, Guru Akidah Akhlak explained through an interview:

"The issue of attitude, indeed, is sometimes controlled. That's back to each individual yes. So far, I can still control my attitude while in school. So, indeed, whenever things are encountered that are not appropriate, I seek to neutralize them in myself. The obstacles that often occur, yes, the problem of something that is not to our liking, sometimes makes us angry or feel something that is not right."

The interview above illustrates that in the continuity of activities in schools, the most frequent problem is the problem of controlling attitudes. Many things may happen that are classified as hindering the implementation of this indicator. Teacher Akidah Akhlak also exemplifies an activity that sometimes does not match what is expected. This makes the anger in oneself increase, so it is feared that one will not be able to control the attitude as expected.

Through the results of the document study conducted by the researcher, the researcher has not found a document that describes a bad academic case or event against the Akidah Akhlak teacher at MAN 2 Model Medan. Thus, based on the results of observations, interviews, and document studies conducted, it can be concluded that Akidah Akhlak Teachers in MAN 2 Medan Model have applied the professional competence of teachers to indicators of having the right attitude about themselves, peer schools, and the fields of study they foster.

Have Teaching Skills

Based on the results of observations made by researchers, it provides an illustration that Akidah Akhlak teachers in teaching apply sufficient skills. This can be seen when the teacher teaches in the classroom, seemingly able to build communication with his students. This is like giving a chance to ask, or even the teacher also asking. Teachers are also seen using learning media, with varied body movements.

Based on the results of the interview conducted, Akidah Akhlak teacher explained that: "Thank God, so far I have paid attention to the issue of teaching skills. Of course, I strive to improve myself and enrich my knowledge in my field. In classroom management, I strive to be exemplary and provide opportunities for learners to learn, such as asking questions, responding to a friend's statement, or vice versa."

The results of the interview above explain that teacher Akidah Akhlak has tried to create a better learning atmosphere as a form of his teaching skills. This is in line with what was revealed by the Head of the Madrasah in the interview, who said:

"Teaching skills are more of a practical factor. So, indeed, I as the Head of the Madrasah can only appeal to the existing Teacher, to always practice his knowledge about teaching in the classroom. This tends to be a modification of his teaching style."

Meanwhile, through the observations made by the researchers, it can be seen that Teacher Akidah Akhlak teaches by walking on the sides of the student bench. This gives the assumption that Guru Akidah Akhlak has applied professional competence indicators of teaching skills. Based on the results of the initial research above, can be detailed in the table as follows:

Table 1. Research Results

Indicator	Research Results
Have knowledge of learning and human behavior	<ol style="list-style-type: none"> 1. Teaching methods tend to be monotonous 2. The teacher has passed higher education
Have knowledge and master the field of study he fosters	<ol style="list-style-type: none"> 1. Teachers are considered to master the field of study they foster. 2. The teacher strives to provide learning media, even from something spontaneous (equipment in the classroom)

The right attitude about oneself, school, peers, and the field of study he carries	<ol style="list-style-type: none"> 1. Basically, the teacher understands about indicators about oneself. 2. Teachers build good communication with peers, leaders, and all elements of the institution. <p>No documents were found describing the bad behavior of teachers in the field of study of Akidah Akhlak</p>
Have skills about teaching	<ol style="list-style-type: none"> 1. The active attitude of the teacher, during the course of learning. 2. Give learners the opportunity to ask questions

DISCUSSION

The first indicator of professional competence is knowing learning and human behavior. Slameto¹⁹ revealed that learning is a process of change, namely a change in behavior as a result of interaction with his environment in meeting the needs of his life. Likewise with behavior, which is also important to pay attention to both from the side of the learner, and the side of the teacher himself.

Attitudes also greatly influence a person's behavior, which there is the person's behavior or actions, perception, and also the way of thinking of a person who in himself feels that what he has done will be related to a situation and also the values that exist in him. Attitude also greatly influences the motivating power of a person in motivating others around him. So in this case it can also cause a pretty good experience²⁰.

Based on the results of observations made, researchers see that teachers use teaching methods that tend to be monotonous. Variations in learning are certainly emphasized, to embrace various learning styles and behaviors of students in the classroom. In this case, the teacher seems to force the learning that is carried out which makes students follow the learning style presented by the teacher.²¹

Through interviews with informants in this study, researchers found information and concluded that basically teachers in the field of study of Akidah Akhlak have indeed carried out higher education programs, which in itself can be interpreted that teachers have known about theories of learning and human behavior. However, the teacher of Akidah Akhlak's field of study gave additional information in the interview that sometimes technical obstacles were found such as students who were indifferent to the learning that was carried out.²²

¹⁹ Slameto, *Belajar dan Faktor-Faktor Yang Mempengaruhinya* (Jakarta: Rineka Cipta, 2010).

²⁰ STIKES Tulung Agung, "Faktor Yang Mempengaruhi Perilaku," STIKES Tulung Agung, 2019, <https://stikestulungagung.ac.id/wp-content/uploads/2019/10/Perilaku-Manusia-1920.docx>.

²¹ M. Husnur Rofiq dan Nuril Ainun Nadliroh, "Analisis Evaluasi Pembelajaran Aqidah Akhlak Dalam Sistem Kredit Semester Di Madrasah Tsanawiyah Cerdas Istimewa Amanatul Ummah," *FATAWA: Jurnal Pendidikan Agama Islam* 2, no. 1 (2021): 70–92, <https://doi.org/10.37812/fatawa.v2i1.269>; Abdul Azis, Reem Abou-Samra, dan Andika Aprilianto, "Online Assessment of Islamic Religious Education Learning," *Tafkir: Interdisciplinary Journal of Islamic Education* 3, no. 1 (29 Januari 2022): 60–76, <https://doi.org/10.31538/tijie.v3i1.114>; Ahmat Nurulloh dkk., "The Role of the Head of Madrasah's Policy in Improving Teacher Professionalism," *Nidbomul Haq: Jurnal Manajemen Pendidikan Islam* 5, no. 3 (28 November 2020): 334–46, <https://doi.org/10.31538/ndh.v5i3.963>.

²² Uky Fatanun Fiqih, Muhammad Hanief, dan Sutarno Sutarno, "The Implementation of The Mandatory Nature of Rasulullah in The Character Development of Students Through Learning of Akidah Akhlak," *Nazhruna: Jurnal Pendidikan Islam* 5, no. 2 (18 Mei 2022): 453–65, <https://doi.org/10.31538/nzh.v5i2.2231>; Muhammad Anas

With regard to the above, the results of the study of documents carried out provide the conclusion that basically, teachers in the field of study of Akidah Akhlak have participated in higher education programs (strata 1), which can hereby be interpreted that understanding of the theory of learning and human behavior. However, researchers have not found supporting documents on the competency improvement followed by teachers in the field of Akidah Akhlak studies.

Based on the results of observations, interviews, and documentation studies conducted, it can be concluded that teachers in the field of study of Akidah Akhlak have not fully applied the indicators of knowing learning and human behavior.

The second indicator is having knowledge and mastering the field of study he fosters. Schools need teachers who have the competence to teach and educate innovative, creative, humane, have enough time to pursue their professionalism can maintain their authority in the eyes of students and the community to be able to improve the quality of education²³.

The results of observations made by researchers show that teachers master the field of study they foster. This can be seen from the way teachers carry out learning activities professionally, as well as the presentation of material that makes teachers classify as understanding the material presented. The researchers also looked at other observation notes, which provided information that teachers in the field of study of Akidah Akhlak were relatively careful in answering students' questions during teaching and learning activities.²⁴

This is also made clear through the results of interviews conducted with informants, which provide the conclusion that teachers are seeking to maximize learning by complementing their teaching needs. This is reinforced by the results of interviews with teachers in the field of study Akidah Akhlak, who through the interview results concluded that teachers always carry out learning by providing learning media, even though they find media in the classroom itself.

Based on the results of the observations, interviews, and documentation studies above, it can be concluded that the teacher has implemented the indicators of having knowledge and mastering the field of study he fosters. The third indicator is the right attitude about yourself, your school, your peers, and the field of study they carry. Teachers are not only trainers, teachers, and mentors, but also mirrors where students can reflect.²⁵ In interpersonal relationships between teachers and learners can learn to apply values that are examples and set

Maarif, Moh Wardi, dan Surya Amartika, "The Implementation Strategy of Religious Culture in Madrasah," *Tarbawi: Jurnal Keilmuan Manajemen Pendidikan* 6, no. 02 (30 November 2020): 163–74, <https://doi.org/10.32678/tarbawi.v6i02.2962>; Hasan Baharun dkk., "Knowledge Sharing Management: Strategy for Improving the Quality of Human Resources," *AL-TANZIM: Jurnal Manajemen Pendidikan Islam* 5, no. 1 (31 Maret 2021): 129–39, <https://doi.org/10.33650/al-tanzim.v5i1.1831>.

²³ Sumitro dkk, *Pengantar Ilmu Pendidikan* (Universitas Negeri Yogyakarta: Fakultas Ilmu Pendidikan, 2022).

²⁴ Nurul Annisa, A. Akrim, dan Asrar Aspia Manurung, "Development Of Teacher's Professional Competency In Realizing Quality Of Human Resources In The Basic School," *IJEMS: Indonesian Journal of Education and Mathematical Science* 1, no. 2 (15 Mei 2020): 156–60, <https://doi.org/10.30596/ijems.v1i2.4590>.

²⁵ Elga Andriana dan David Evans, "Listening to the Voices of Students on Inclusive Education: Responses from Principals and Teachers in Indonesia," *International Journal of Educational Research* 103 (1 Januari 2020): 101644, <https://doi.org/10.1016/j.ijer.2020.101644>; Tess Boyle dkk., "Coaching Practices: Building Teacher Capability to Enhance Continuity in the Early Years," *Teaching and Teacher Education* 108 (1 Desember 2021): 103515, <https://doi.org/10.1016/j.tate.2021.103515>.

an example.²⁶ Understanding oneself, one school, peers, and the field of study they carry is important for carrying out the professional competence of teachers. Every teacher must understand and live it.

Based on the observations made, it can be seen that teacher Akidah Akhlak in MAN 2 Model Medan, communicates with other teachers in the Teacher's Room. Teacher Akidah Akhlak is seen speaking kindly to his interlocutor. In addition, researchers also noted that Akidah Akhlak teachers behaved well and politely while in the school environment. This can be seen from the way teachers in the field of Akidah Akhlak study respond to greetings from colleagues, who seem more friendly. In addition, the communication relationship between teachers in the field of Akidah Akhlak studies and the Head of the Madrasah has been going well so far, and no problems have been found that interfere with the smooth running of teaching and learning activities in schools.

Based on the results of interviews conducted with informants, it is revealed that in principle the teacher knows himself, his school, and his peers. The teacher explained in his interview, that he understands himself, and constantly improves his attitudes and behaviors, even more so in carrying out the teaching profession. Besides, this was justified by the madrasa chief who in his interview revealed that the teacher concerned so far had not acted in violation of the rules.

This is supported by the studio documents that the researcher did. Researchers have not found any pertinent documents about bad records for teachers. Based on this, it can be concluded that the Teacher has implemented indicators of understanding the right attitude about himself, his school, his peers, and the field of study he carries.

The fourth indicator is having skills in teaching. Basic teaching skills are special abilities that must be possessed by every teacher. This is so that teachers can carry out their duties effectively, efficiently, and professionally. Rombot²⁷ revealed that there are 8 forms of teacher teaching skills, including (1) questioning skills; (2) reinforcement skills; (3) the skill of making stimulus variations; (4) explaining skills; (5) learning opening and closing skills; (6) the skill of guiding small discussions; (7) classroom management skills; and (8) small group teaching skills.

The interesting thing is that questioning skills are one of the important parts for a teacher in presenting his teaching material. Jaya²⁸ revealed that there are several questioning skills that need to be mastered, namely: 1) The teacher dominates the lectures in the classroom. 2) Students are not used to asking questions. 3) Students must be mentally engaged intellectually to the maximum. 4) There is a presumption that questions only serve to test students' understanding.

Furthermor, Jaya²⁹ continued that a good question, will have several positive impacts, such as: 1) Can increase student participation fully in the learning process. 2) Can improve students' thinking skills, because thinking itself is essentially asking questions. 3) Can arouse

²⁶ Sri Hendrawati, "Kompetensi Guru," 2010, <http://srihendrawati.blogspot.com/2010/05/kompetensi-guru.html>.

²⁷ Olifa Rombot, "Keterampilan Mengajar," PGSD Binus University, 2020, <https://pgsd.binus.ac.id/2020/07/06/keterampilan-mengajar/>.

²⁸ Putra Jaya, "Pentingnya Keterampilan Bertanya Bagi Guru," Balai Penjaminan Mutu Pendidikan Provinsi Aceh, 2021, <http://lpmpaceh.kemdikbud.go.id/?p=2091>.

²⁹ Jaya.

students' curiosity, as well as lead students to determine answers. 4) Concentrate students on the issues discussed.

Based on the observations made by the researchers, the researcher saw that the teacher walked into the classroom while giving material explanations to the students. In its continuity, the teacher also provides an opportunity for students to ask questions about the material presented. This makes the students look more focused while participating in the learning activities that are carried out.

Interviews with informants, also explain that teachers always improve the quality of their teaching and learning. Teachers also strive to provide opportunities for students to ask questions, related to the teaching materials carried out.

Likewise, based on the results of the document study conducted, the research researchers have not found a document about increasing competence that includes teachers in the field of study of Akidah Akhlak. However, in practice, teachers in the field of moral studies have applied the fourth indicator, namely having skills in teaching.

CONCLUSION

There are four indicators of professional competence, namely: (1) know about learning and human behavior; (2) Know and master the field of study he fosters; (3) Have the right attitude about yourself, peer school, and the field of study he fosters; and (4) Have skills about teaching. Teacher Akidah Akhlak Madrasah Aliyah Negeri 2 Medan Model has not fully implemented the professional competency indicators in question. Some of the indicators that have been applied include indicators of having knowledge and mastering the field of study they are fostering, indicators of having the right attitude about oneself, peer schooling, and the field of study they are fostering, as well as indicators of having skills about teaching. The indicators that have not been fully implemented are indicators of knowing learning and human behavior.

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