

## **STRATEGY OF TEACHER COMPETENCY DEVELOPMENT PROGRAM IN MADRASAH TSANAWIYAH**

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### **Abstract**

The purpose of this article is to describe and analyze strategies, evaluations and materials for competency development at Madrasah Tsanawiyah Darut Tauhid Driyoejo Gresik. The research method in this article is qualitative with a case study approach. The place of this research was conducted in Madrasah Tsanawiyah Darut Tauhid Driyoejo Gresik which is located at Jalan Raya Banjaran Driyorejo Gresik Village. The informants of this research were the head of the Madrasah, the head of the foundation, the deputy head of the madrasa and several teachers. Data collection techniques with observation, interviews and documentation. The results of this study are: 1) The material for the teacher competency development program that has been implemented at MTs Darut Tauhid consists of material for making teacher administration which includes four teacher competencies and material for using information techniques, namely making powerpoints, making google forms, making classrooms and using zoom applications. meetings; 2) The strategies used in teacher competency development are training, workshops and Subject Teacher Consultations (MGMP); 3) Evaluation of coaching includes the coaching program that has been implemented, facilitators, coaching materials, participants, strategy for implementing the coaching program and budget.

**Keywords:** Teacher Competence, Evaluation of Teacher Coaching, Coaching Materials.

### **Abstrak**

Tujuan artikel ini adalah untuk mendeskripsikan dan menganalisis strategi, evaluasi dan materi pembinaan kompetensi di Madrasah Tsanawiyah Darut Tauhid Driyoejo Gresik. Metode penelitian artikel ini adalah kualitatif dengan pendekatan studi kasus. Tempat penelitian ini dilakukan di Madrasah Tsanawiyah Darut Tauhid Driyoejo Gresik yang beralamatkan Jalan Raya Desa Banjaran Driyorejo Gresik. Informan penelitian ini adalah, kepala Madrasah, kepala yayasan, wakil kepala madrasah dan beberapa Guru. Tehnik pengumpulan data dengan observasi, wawancara dan dokumentasi. Hasil dari penelitian ini adalah: 1) Materi program pembinaan kompetensi guru yang sudah dilaksanakan di MTs Darut Tauhid terdiri dari materi pembuatan administrasi guru yang meliputi empat kompetensi guru dan materi pemanfaatan teknik informasi yaitu pembuatan powerpoint, pembuatan google form, pembuatan classroom dan pemakaian aplikasi zoom meeting; 2) Strategi yang digunakan dalam pembinaan kompetensi guru adalah pelatihan, workshop dan Musyawarah Guru Mata Pelajaran (MGMP); 3) Evaluasi pembinaan meliputi program pembinaan yang sudah dilaksanakan,fasilitator, materi pembinaan, peserta, strategi pelaksanaan program pembinaan dan anggaran biaya.

**Kata Kunci:** Kompetensi Guru, Evaluasi Pembinaan Guru, Materi Pembinaan.

## INTRODUCTION

Educators are people who are very influential in teaching and learning activities in schools (Alfurqan et al., 2019; Davis, 2017; Fajriana & Aliyah, 2019). People think that a teacher is very respected in their environment because they believe that it is from a teacher that they are expected to gain insight and technology (Amri et al., 2019; Danim, 2012). This means that teachers are responsible for educating the nation's life towards the integrity of Indonesian citizens based on Pancasila and the 1945 Constitution. Through teachers, citizens also believe that the 4 pillars of nationality, namely: Pancasila, the 1945 Constitution, Bhinneka Tunggal Ika and the Unitary State of the Republic of Indonesia, can be protected and preserved. A teacher must have a commitment in order to improve the quality of learning, religion, piety, and noble character (Darmadi, 2016; Ma'arif, 2018).

In learning, a teacher has the task of shaping the character of students and teachers are obliged to share good illustrations so that they are able to influence students to have good behavior as well (Badriah et al., 2020; Hasanah, 2021). Broadly speaking, the teacher is a person who is responsible for the physical and spiritual growth and development of participants through cognitive, affective or psychomotor methods to reach the level of maturity. evidenced by having an educator certificate in accordance with the subject being taught based on the level (Bahrissalim & Fauzan, 2018; Rony & Jariyah, 2020).

Based on Law chapter XI No. 20 of 2003 article 39 paragraph 2 that teachers are professional personnel who work to design and carry out upgrading methods, take into account the results of upgrading, carry out education and carry out research and dedication to the community, especially for teachers. A reliable teacher must have the minimum requirements are; have educational qualifications, scientific

competence according to their field, good communication skills with participants, have an innovative and productive spirit, have an activity ethic and are committed to their work and want to improve themselves in a sustainable way through an association, reading, internet, training, workshops and the like.

Competence is an embodiment of insight, attitudes, and skills possessed by teachers in order to achieve educational and learning goals (H.s, 2019; Ms, 2014; Toom et al., 2015). Insights, skills and expertise mastered by the teacher have become part of him so that he can carry out the development of cognitive, affective and psychomotor behavior (Ilmi et al., 2021; Ma'arif, 2017). Meanwhile, the competence of teachers as stipulated in the Law of the Republic of Indonesia No. 14 of 2005 concerning teachers and lecturers article 1 paragraph 10 if teacher competencies include pedagogic competence, character competence, social competence and professional competence through the Pre-service Teacher Education (PPG) or Teacher Professional Advanced Education (PLPG) pathway.

Coaching is the entire activity that includes programming, managing and utilizing employees by adjusting their fields in order to achieve efficient and effective results (Agustinus, 2014; E Mulyasa, 2016). Coaching can also be referred to as better actions, methods, results, as a result this coaching is intended for correction, development and improvement in all views (Wahrudin & Mukhibat, 2017). Teachers as lecturer have a big influence on the quality of learning, therefore there is a need for corrections to improve the achievement of learning quality in an effort to create professional and quality educators (Fatoni, 2017; Muslimin & Kartiko, 2020). The teacher's ability is also influenced by the training program he/she participates in. In order to have good abilities, teachers are required to have sufficient academic abilities

and be able to apply the knowledge they have to students as a report on the learning progress of students (Amri et al., 2019; Ariyanti et al., 2019).

Here the researchers will conduct research at (Madrasah Tsanawiyah) MTs Darut Tauhid Driyorejo Gresik. Researchers observed all teacher activities, especially in the teacher competency development program at MTs Darut Tauhid. Based on the observations of researchers on the activities of real teachers, there is still a lack of teacher competency development. The results of the dialogue with several teachers at MTs Darut Tauhid revealed that it was necessary to hold regular teacher training either held by the institution itself or from other educational units, for example through the Subject Teacher Consultation (MGMP) in order to increase teacher competence. The coaching program needs to be made as the basis for the activities to be carried out. This coaching activity greatly affects the expertise of teachers in improving their competence in order to achieve quality education. In pedagogic competence is the skill in mastering students, professional competence refers to the expertise in understanding the in-depth upgrading module that covers the curriculum module of subjects in school. The competence of character/personality is expected by the teacher to be able to reflect a good attitude and become a reference for students. On the other hand, social competence means that teachers are able to talk and relate to students, parents and the environment.

From the author's observations that the MTs Darut Tauhid institution has carried out competency development for teachers. In this regard, it can be observed that there are programming activities for teacher development, conducting training, activities, Subject Teacher Consultations, controlling and assessing the abilities of teachers through supervision. But in reality in the field there are

some teachers who are less than optimal in carrying out their professional obligations. It can be observed from the reality, namely: 1) The teacher's planning in how to practice guiding has not been well planned; 2) there are teachers who have not used lesson plans in the implementation of the learning process in the classroom; 3) The lack of teacher expertise in practicing the training module; 4) The expertise of the teachers in mastering the module is less innovative; 5) The teacher's lack of insight into strategies in the process of teaching activities; 6) The techniques used by teachers in guiding are still ancient; 7) The lack of order in the teacher's learning process; 8) The use of learning tools is not optimal; 9) There is no good cooperation between teachers and parents. Based on the case above, this is the background for researchers to carry out research and review it in the form of a thesis entitled "*Teacher Competency Development Program at Mts Darut Taubid Driyorejo Gresik*".

## RESEARCH METHODS

This article uses qualitative research with a case study approach. The reason for using case studies is that the place being researched has problems related to how to develop teacher competence. Development has been carried out, but the competence of teachers is still minimal and less convincing compared to other institutions.

The place of this research is MTs Darut Tauhid which is located in Banjaran Village, Driyorejo District, Gresik Regency. The implementation of this research was carried out during January to May 2021. The informants of this research were the head of the Madrasah, the head of the foundation, the deputy head of the madrasa and several teachers. Data collection techniques with observation, interviews and documentation. The data collection technique is an effort to observe the variables carefully through the methods of

observation, interviews and documentation. Data analysis techniques follow the model (Lexy J, 2011; Miles et al., 2014) namely by 1) data reduction, 2) data presentation and, 3) verification and drawing conclusions.

## **RESULT AND DISCUSSION**

### **MATERI PEMBINAAN KOMPETENSI GURU**

In searching for data sourced from the results of interviews with the deputy head of the madrasah curriculum affairs, Mrs. Choirul Akladah, S.Pd regarding teacher competency development materials, it is explained that there are two kinds of internal and external coaching. The material presented in the development of teacher competence is the material for teacher administration development and the material for the use of information techniques. The details of the material are as follows:

#### **Teacher Administration Development Materials**

Based on the documents and observations of the researchers, the researchers obtained documents regarding teacher administration development materials including materials related to professional competence development, pedagogic competence development materials, personality competence development materials and social competence development materials. The details of these materials are as follows:

#### **Professional Competency Material**

Based on the documents and observations of the researchers, the researchers obtained documents that were included in the professional competence materials, namely materials for making analysis of learning materials, materials for making annual programs, materials for making promissory notes, materials for making learning tools, materials for describing types of assessments, determining time allocation, dissemination

materials for guidance on learning techniques literacy and numeracy.

#### **Materials for Making Analysts Learning Materials**

Based on the researcher's findings in this analysis activity, it is expected that the teacher can adjust the learning material with the student's book. Learning materials must adapt to the growth and needs of students and be presented with real examples in everyday life. With this analysis, it will be able to show new notes that will be taken into consideration for educators so that in the learning process they will be more creative and imaginative in relation to the results of the analysis and follow-up that have been formulated. Every educator should prepare himself with a textbook that will be used for teaching.

In the learning process, of course, it is not only the interaction between the teacher and the students, but there is also a need for a learning tool in this case including a textbook because the textbook will be able to assist the implementation of the learning process where the textbook is a necessary thing in the learning process. which can facilitate the activities of students in learning. If the textbook has good quality, it will also have an impact on the learning process in subjects related to the textbook.

#### **Annual Program Making Material**

The next material to be analyzed is the material for making the annual program. In making the annual program, teachers are taught to arrange the allocation of study time in a year in order to achieve competency standards (SK) and basic competencies (KD) as desired. Time planning is needed so that all SK and KD can be implemented and studied by students. We can make a prota after knowing the number of teaching hours for a particular subject. From a number of calculated times, that time can be allocated through prota and is generally carried out at the beginning of the new school year.

The results of making prota can affect the administration of other teaching and learning activities, for example semester programs, syllabus, lesson plans, and others.

The function of the PROTA, among others, is to regulate the course of the learning process so that it can be carried out optimally and can be used as a reference in making promissory notes, making educational calendars and being used for guidelines for optimizing learning time that has been summarized. As for how to make a prota, namely: 1) Analyzing the educational calendar according to the time we need based on the characteristics of the educational unit at the institution. 2) Giving symbols on holidays, the beginning of a new school year, effective weeks in learning and effective learning time for a week. For holidays that will be given symbols, namely: the end of the learning year holidays, national holidays, special holidays, and religious holidays. 3) Taking into account the effective week to make time allocations on basic competencies. 4) Determine the time allocation needed in each subject, basic competencies, and the subject matter in the effective week. The allocation of time must be in accordance with the material, the level of difficulty, how important the material is, and the time used in carrying out the analysis of the material.

### **Semester Program Making Materials**

The material analyzed after making the annual program is the material for making semester programs. In addition to the researcher's analysis, the facilitator in the teacher competency development workshop explained that with the teacher competency development, it is expected that all teachers will be able to make the proposed semester program in the form of development of the annual program in which there is a learning cycle and the desired achievement for six months. With this promissory note, it will be

easier for us to complete the subjects we are capable of.

The benefits of the semester program are to facilitate the task of educators in carrying out the learning process in six months, focus on work in meeting scheduled learning targets, serve as guidelines for compiling learning assignments, as a reference for teachers in the learning process, benchmarks for learning activities and are materials in the learning process. compiling data, so that a work balance is formed (Abidin, 2014; Hartono & Saputro, 2019). In compiling the promissory note, we must involve the basic competencies of topics, and sub-topics in the semester program format that has been provided, then set the hours available in the week column and the number of face-to-face meetings in a week in each subject and lastly is to provide notes on the parts that need additional description (Dick et al., 2015; Zubaedi, 2011).

### **Materials for Making Learning Implementation Plans**

The next material is the making of a lesson plan. Based on the findings of researchers through teacher competency development held by KKMTs 01 Gresik district at the beginning of the even semester of the 2020/2021 school year on January 2, 2021, it is hoped that all teachers will be able to make learning tools in accordance with existing regulations before learning in that semester begins. The Learning Implementation Plan is a face-to-face learning process plan in one or more meetings. The lesson plan is taken from the syllabus to determine the student's learning process in order to achieve Basic Competence (KD). The lesson plan is a lesson plan that is combined in detail from a subject matter with a syllabus reference.

All educators in an educational institution must make lesson plans according to the class in which the educator teaches. As for realizing quality learning, the development of

lesson plans is an essential need and must be met by every educator. For RPP development, it can be carried out at the beginning of the semester or the beginning of a new school year, with the aim that the RPP has been made in advance at the beginning of the learning implementation.

In developing lesson plans, it can be carried out by educators individually or in groups through subject teacher deliberations (MGMP) at a particular Madrasah which is facilitated and supervised by the head of the Madrasah or a senior teacher appointed by the head of the Madrasah. In developing the RPP carried out by educators jointly in the MGMP forum between madrasas or between regions, it is coordinated and supervised by the relevant madrasa supervisor or the district/city ministry of religion.

The RPP Components that have been delivered during the workshop must contain: the identity of the madrasa which is where the teacher carries out teaching assignments, core competencies (KI) which are sourced from the syllabus so that teachers can copy them from the syllabus or from the teacher's book, basic competencies (KD) and achievement indicators sourced from the syllabus or teacher's book developed by the teacher either independently or through the MGMP while the indicators for KD are derived from KI-1 and KI-2 which are derived in the form of general behavior containing values or attitudes. For KI-3 and KI-4 it is formulated in the form of behavior that can be observed and measured through tests, learning materials which are details of the main material, learning activities consisting of preliminary, core and closing activities, assessments which include assessment of the achievement of students' basic competencies, assessment of attitudes, knowledge, skills, media and learning resources based on the needs of students. For RPP development steps include:

### ***Reviewing the Syllabus***

In general, for each subject matter in each syllabus, there are 4 KD according to the KI aspects (attitude to God, self-attitude, and towards the environment, knowledge, and skills). To achieve these 4 KDs, the syllabus formulates general student activities in learning based on process standards. These student activities are details of exploration, elaboration, and confirmation, namely: observing, asking, exploring, associating and communicating. This activity must be further detailed in the lesson plans, in the form of steps taken by the teacher in the learning process, which makes students active in learning.

The study of the syllabus is focused on elaborating and formulating learning indicators to be more detailed and operational. The learning indicators in the syllabus must be positioned as an essential indicator (principal) that the teacher still has to develop during the preparation of the lesson plans. Besides focusing on developing learning indicators, when reviewing the syllabus, teachers need to pay serious attention to the operational description of learning methods.

### ***Identifying Learning Materials***

To optimize the acquisition, organization, and disclosure of new knowledge, it can be done by making the new knowledge meaningful to students by associating new knowledge with the knowledge they already have. After that, the analysis/mapping of teaching materials is carried out, then the need for teaching materials is arranged after it is known how much teaching materials must be prepared through an analysis of the needs of teaching materials. The map of the need for teaching materials is very necessary in order to find out the amount of teaching materials that must be written and the order of the teaching materials. The order of these teaching materials is very necessary in determining writing priorities. In addition, maps can be used to

determine the nature of teaching materials, whether they are dependent or independent. Dependent teaching materials are teaching materials that have a relationship between one teaching material and another, so that in writing they must pay attention to each other, especially if they require each other.

While independent teaching materials are teaching materials that stand alone or in their preparation do not have to pay attention to or be bound by other teaching materials (Darmawan, 2014). These independent teaching materials are very much needed to provide an independent understanding of the essential materials needed by students to achieve the recommended competencies (Permadi & Adityawati, 2018; Sirojuddin, 2016). Next is the process of identifying learning materials that support the achievement of KD by considering: 1) students' potential, interests, talents and abilities, 2) relevance to the characteristics of regional cultural development, 3) students' physical, intellectual, emotional, social, and spiritual development, 4) usefulness for students' future, 5) scientific structure according to its characteristics, 6) actuality, depth, and breadth of learning materials, 7) relevance to student needs and environmental demands, and 8) adequate time allocation for the learning process (Daryanto, 2011; Wijiningsih et al., 2017).

### ***Developing Learning Activities***

Learning activities are designed to provide learning experiences that involve mental and physical processes through interactions between students, students and teachers, the environment, and other learning resources in order to achieve KD. The learning experience in question can be realized through the use of a varied and student-centered learning approach. The learning experience contains life skills that students need to master. Things that must be considered in developing learning activities are learning activities

arranged to provide assistance to teachers in order to carry out the learning process professionally, contain a series of managerial activities carried out by teachers and are scenarios of teacher steps in making students active in learning. This activity is organized into preliminary, core, and closing activities. The core activities are further elaborated into details of exploration, elaboration, and confirmation activities, namely: observing, asking questions, gathering information, associating, and communicating. For learning that aims to master the procedures for doing something, learning activities can be in the form of modeling/demonstrations by teachers or experts, imitation by students, checking and providing feedback by teachers, and further training.

### **Material for the description of the type of assessment.**

From the results of interviews with Mrs. Fitri Puspita Ningrum, S.Pd who had attended a teacher competency development workshop, the researchers analyzed the material related to the description of the types of assessments. In the syllabus, the type of assessment has been determined. Assessment of KD achievement of students is carried out based on indicators. Assessment is carried out using tests and non-tests in written and oral form, performance observations, attitude measurement, assessment of work in the form of assignments, projects or products, use of portfolios, and self-assessments. Each lesson, students are encouraged to produce work, so portfolio presentation is an assessment method that must be carried out for primary and secondary education levels.

Assessment is a series of activities to obtain, analyze, and interpret data about student learning processes and outcomes that are carried out systematically and continuously, so that they become meaningful information in decision making (Jeprianto et al., 2021; Waizah

& Herwani, 2021). To design an assessment that needs to be considered, the assessment is directed at measuring competency achievement, using reference criteria based on what students can do, a continuous assessment system, the results of the assessment are analyzed to determine follow-up, and finally the assessment system must be adapted to the learning experience taken in learning process.

#### **Time Allocation Determination Material**

The next material that was delivered at the time of teacher competency development was the material for determining the time allocation. The researcher received information from Masruroh, S.Ag, M.M that to determine the time allocation for each KD based on the number of effective weeks and the time allocation of subjects per week by considering the number of KD, breadth, depth, level of difficulty, and level of importance of KD. The time allocation listed in the syllabus is an estimate of the time to master the basic competencies needed by various students. Therefore, the allocation is detailed and adjusted again in the RPP.

To determine learning resources which are references, objects or materials used for learning activities, in the form of print and electronic media, resource persons, as well as the physical, natural, social, and cultural environment. Technically operational, before preparing lesson plans, a teacher must first prepare at least four documents, namely content standards (KI-KD), learning syllabus, teacher manuals, student handbooks or other source books that are considered appropriate to support learning materials.

#### **Materials for Dissemination of Learning Technical Guidance**

The next material is the dissemination of literacy and numeracy-based learning technical guidance material. According to the results of the interview with Mariatul Mutmainah, S.PdI, it was explained that this

material was the latest material held by KKMT's 01 Gresik. In addition to the researcher's analysis, the facilitator said that literacy and numeracy were the main content in the assessment and curriculum in distance learning during the COVID-19 pandemic emergency. The strengthening of literacy culture development activities was clearly included in the curriculum. This is related to the program of the ministry of education and culture with its program of independent learning which is adapted to current conditions in accordance with the ecosystem, teachers, pedagogy, curriculum and assessment/testing with the aim that school is a fun experience, an open system with stakeholders collaborating with each other, Collaborative and professional school management through a diverse approach with a student-oriented learning proces.

The national assessment consists of three instruments, namely the minimum competency assessment (AKM) which measures the reading and mathematical literacy of students, a character survey that measures dispositions and habits that reflect the character of students and a learning environment survey that measures the quality of various aspects of the input and teaching and learning process in schools. class and at the school level. Information from learning environment surveys is needed to formulate and test conjectures about why students in certain schools have good or bad results. The Minimum Competency Assessment is focused on literacy and numeracy because these two subjects are general and basic competencies. Reading literacy is the ability to understand, use, evaluate, reflect on various types of texts to solve problems from developing individual activities as Indonesian citizens and citizens of the world in order to contribute productively in society while numeracy is the ability to think using concepts, procedures, facts, and mathematical tools. to solve everyday problems

in various types of contexts that are relevant to individuals as citizens of Indonesia and the world.

### **Pedagogic Competency Material**

The second competency material is pedagogic competency material. Based on the material provided by the madrasa supervisor, Ms. Mibrotul Fuadah, S.Psi, M.Pd in the training, the researchers analyzed that the material during teacher competency development related to pedagogic competence was that an educator must have expertise in managing the learning process for students in teaching readiness. as evidenced by the mastery of the material, knowledge and teaching skills. Every teacher must be able to provide the best for students, both in terms of teaching methods and the ability to manage learning in the classroom. This is very important because the teaching profession is a noble profession that has its own characteristics. The core pedagogic competencies that must be met by a teacher are: 1) Able to understand the characteristics of students. 2) Mastering learning theory and learning principles (Hamzah B, 2011; Rosyada, 2017).

### **Personality Competency Material**

The third coaching material is personality competency development material. Based on the results of an interview with Mrs. Iin Indrawati, S.PdI who had attended a teacher competency development workshop, the researcher analyzed that the material that had been delivered in the training provided by the Madrasah supervisor Driyorejo sub-district, Drs. Tiyono, S.Pd, M.PdI stated that a teacher must have a good personality. These personalities include: 1) Sincere. 2) Taqwa, 3) Friendly and Polite, 4) Work ethic and high responsibility, 5) Mature personality. 6) exemplary, 7) provide motivation and appreciation.

### **Social Competency Material**

The last material is social competence material. The researcher received information from Mr. Muhammad Thoriq Asrori, S.PdI as an Aqidah Akhlaq teacher who had attended training on teacher competency development related to social competence, explaining that humans are social creatures. As social beings, they always want to live in groups, they cannot solve their own problems, they always need other people to fulfill their needs in carrying out their roles as living beings. This is a human thing because no matter how successful someone is, they still need other people to communicate with each other and get along in everyday life.

Moreover, as an educator who is part of the community, he must be able to communicate and interact effectively with his students, parents and the surrounding community. The material that has been delivered in the workshop on social competence indicators is that teachers are able to act objectively and not discriminately, communicate effectively, empathically, and politely with fellow educators, education staff, parents, and the community, adapt to work in all regions of the Republic of Indonesia. who have socio-cultural diversity and communicate with their own professional community and other professions orally and in writing or in other forms.

### **Utilization of Information Technology**

The researcher received information from Mr. Dito Prasetyo Hadi, S.Pd that starting last year due to the COVID-19 pandemic, 80% of learning was online. With the pandemic, learning is carried out online. Even though it is known that there are still some teachers who have not been able to use information technology even though they are required to learn online by using mobile phones or computers. Finally, in the Driyorejo area, special training was held for teachers who were members of the Subject Teacher Conference.

Participants are also limited in order to maximize the results. Scheduled for each meeting of about 25 teachers, held 2 meetings every week so that within 1 month all teachers in the Driyorejo area could attend all of the training. The materials in utilizing information technology include materials for making powerpoints, making google forms, making classrooms and using the zoom meeting application. 2) Material for making Google forms. 3) Classroom Making Materials. 4) Materials for using the Zoom Meeting application.

### **TEACHER COMPETENCY DEVELOPMENT STRATEGY**

In looking for data on teacher competency development strategies, the researchers found that there are three strategies used in teacher competency development, namely training, workshops, and eye teacher consultations.

**Training.** The first competency development strategy is training. The researcher received information from Mrs. Iin Indrawati Armindy, S.PdI that training through KKMTs 01 Gresik and MGMP is held every semester and is usually held before entering the new semester. Through KKMTs, the management of KKMTs 01 Gresik cooperates directly with the Gresik regency ministry of religion through the madrasa education section. The training held by KKMTs is usually a direct program of the ministry of religion. For trainings that are not held by the KKMTs, they are transferred to the MGMP of each sub-district. Training is one of the most suitable ways to achieve a goal in an educational institution, including teacher competency development. This training functions as an activity designed to improve teacher performance. This training is a type of learning program that focuses on individual skills in carrying out their duties.

The form of this training is direct discussion between the facilitator and the training participants. For training materials, namely material related to teacher personality competence and material on pedagogic competence and social competence, especially in this case that training for educators is a process of teaching certain knowledge and skills and attitudes so that teachers are more skilled and able to carry out their responsibilities properly in accordance with standard.

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**Workshop:** The second strategy used in the second teacher competency development is a workshop. Based on the documents and observations of researchers, researchers found data that teacher competency development with this workshop strategy was carried out by KKMTs 01 Gresik for all teachers in the area. This workshop is held once in each semester.

### **Subject Teacher Conference (MGMP)**

The last strategy used in teacher competency development is subject teacher deliberations (MGMP). knowledge about learning. In this case, the researcher analyzes that the benefit of the MGMP is to improve the quality of teacher competence. The existence of subject teacher deliberations (MGMP) is very important to carry out because in addition to solving the problems experienced by MGMP teachers it is also a forum for teacher development to be better in carrying out their duties.

Teachers at MTs Darut Tauhid Driyorejo are required to be active in MGMP groups at the sub-district level and KKMTs according to their respective subjects. MGMP meetings have a lot of influence on teachers in education information and teacher competency development. This is very useful for harmonizing subject education in schools and sharing experiences with each other. Therefore, many teachers play an active role in MGMP meetings. MGMP in Driyorejo sub-district is at least per semester and usually suddenly outside the program that has been made there is also a meeting if many teachers have difficulties regarding learning.

From the documents found by the researchers, the researchers found that the material presented in this MGMP activity was material for analyzing learning materials, determining time allocation materials, making learning implementation plans and using information techniques.

## **TEACHER DEVELOPMENT EVALUATION**

Based on the results of supervision by the madrasa supervisor Drs Tiyono, S.Pd, M.Pd involving several teachers at MTs Darut Tauhid, the researchers analyzed that:

The teacher competency development program that has been implemented by MTs Darut Tauhid as one of the efforts to achieve the level of teacher competence is still considered not optimal. In the implementation of the teacher development program, there are still a number of elements that directly or indirectly support its smooth operation, including facilitators, training materials, participants, implementation strategies and budgets. In the facilitator element, there are sub-elements of criteria, number, and participant satisfaction. The facilitator's criteria are more focused on program qualifications, related to discussion activities, problem solving

exercises, and others (Anwar et al., 2018; Dudung, 2018). In terms of numbers, it refers to the availability of facilitators to support the smooth implementation of the teacher competency development program. Both have consequences for the emergence of participant satisfaction or dissatisfaction with the qualifications, quality, and number of facilitators in the implementation and success of the program (Hanafi et al., 2020).

Training materials/materials are also an important element in program implementation, especially here in the teacher competency development program which includes the number of modules, module readiness, tools, training tools, content/materials, and needs for supporting training materials. The number and readiness of the modules must be in accordance with the number of participants at the time of training so that teachers can actually participate in coaching activities smoothly. In addition, the content/material of the module must also be able to guarantee in terms of quality to improve teacher competence, with the support of adequate training tools. The modules provided must also be in accordance with the needs of the teacher. Giving the wrong module will lead to the implementation of the program which leads to failure. The lack of these equipment will greatly affect the smoothness and success of the implementation of the teacher competency development program, especially in the MTs Darut Tauhid institution.

The implementation of the teacher competency development program requires a systematic, precise, and well-directed implementation strategy (Zhang-Kennedy et al., 2017). This strategy is related to training methods, training schedules, evaluation of implementation, especially the last one is the report of the implementation of the program. Implementation is not only focused on program managers but also training participants so that they can find out the results obtained.

Participants are subjects whose competence must be improved, not only as objects of an activity. The strategy in implementing the coaching program will be one of the determinants of the smoothness and success of these activities. Finally, one of the elements in the implementation of the teacher competency development program is the training budget/fund. The budget must be in accordance with the needs, both related to program implementation, training participants, and training documentation.

## CONCLUSION

The material in the teacher competency development program at MTs Darut Tauhid Driyorejo is complete and implemented quite well. The material covers teacher administration materials and the use of information technology. The teacher administration material contains 4 competencies that must be possessed by teachers, namely professional competencies which are detailed in the material for making analysis of learning materials, making annual programs, making semester programs, making lesson plans, elaborating on the type of assessment, determining time allocation and the dissemination of literacy and numeracy-based learning guidance and technology. , pedagogic competence, personality competence and social competence. While the material for the use of information techniques consists of materials for making powerpoints, materials for making google forms, making classrooms and materials for using zoom meeting applications. The strategies used in the teacher competency development program at MTs Darut Tauhid include training, workshops, and MGMP. Evaluation of the coaching program. The evaluation of the teacher competency development program focuses on the facilitators, coaching materials, coaching participants, training strategies and budgets.

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