PAI TEACHER COMPETENCE IMPROVEMENT IN THE PERSPECTIVE OF MADRASAH-BASED MANAGEMENT

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Abstract:

In order to realize the achievement of ideal and professional Islamic Religious Education teachers, a managerial approach is needed to increase the competence of these teachers, which includes aspects of planning, organizing, and supervising. The Madrasah-based management approach is very appropriate to use as an analytical knife in order to increase the competence of Islamic Religious Education teachers. This study uses qualitative research with a descriptive approach. This study aims to analyze and understand increasing PAI teachers' competence from the madrasah-based management perspective.

Keywords: *Improvement, Competence, PAI Teachers, Madrasah-Based Management*

INTRODUCTION

Entering this era of globalization, the development of science and technology is taking place so rapidly known science and technology, which is part of the culture itself, the higher the demands of human life. For this reason, the readiness of educational institutions is needed to answer all challenges due to the development of this culture. Therefore, education must be able to anticipate this by preparing students to live generally according to the socio-cultural development of their society(Rubini, 2019).

Education attempts to deliver humans to a perfect level, while education and teaching are fairly complex problems where many factors influence them. One such factor is the teacher. The teacher is a component that plays an essential and decisive role in the success of the teaching and learning process(Wahid, A., Naemuddin, R., Suhermanto, S., & Wafa, 2022). The teacher's success in conveying the material depends on the smooth communication interaction between the teacher and his students.

Achievement of learning objectives in the process of teaching and learning results are measured or determined by a learning achievement. The success or failure of a student in learning activities can be seen from the learning outcomes or what we often know as learning achievement(Wahid, A., Naemuddin, R., Suhermanto, S., & Wafa, 2022). Learning achievement, according to Tulus, is the result achieved by a person when doing certain tasks or activities. If viewed from the student's element, many factors influence this learning achievement, both within the student and outside the student(Arikunto, S., & Pendidikan, 2013). Factors that exist in students are physiological and psychological. For example, perception, interest, attitude, motivation, talent, IQ, etc. At the same time, factors outside the students themselves include their environment, parents' socioeconomic conditions, and so on. Teachers are required to be creative in determining strategies and being able to use the tools provided by the school because it does not rule out the possibility that these tools will continue to develop in the era of globalization. Therefore, as a profession with mandated tasks, teachers must have adequate knowledge and understanding of various learning strategies and media. this is considered important for increasing enthusiasm and motivation for students(Al Hikam, F. M., Santoso, K., & Wiyono, 2022). Teachers are also required to be able to condition themselves and improve their competence to anticipate the changes and developments that occur. A teacher is expected not only to teach science but also to instil noble values

in his students.

This noble task has its consequences: being responsible as an educator, leader and mentor for students. The leader in question is a teacher who should think about his students' success towards improving science quality for his students. Therefore the teacher occupies a respectable position in society, and it is the authority that causes the teacher to be respected so that society does not doubt the teacher's figure(Wulandari et al., 2018).

The teaching profession, according to the Law on Teachers and Lecturers, must have professional principles as stated in article 5, paragraph 1, namely: "The profession of a teacher and lecturer is a particular field of work that requires professional principles as follows: (1) Having talent, interest, vocation and idealism (2) Have educational qualifications and educational background following the field of duty (3) Have the necessary competencies by the field of work (4) Comply with the professional code of ethics (5) Have rights and obligations in carrying out duties (6) Obtain an income that is determined according to work performance (7) Have the opportunity to develop their profession in a sustainable manner (8) Obtain legal protection in carrying out their professional duties (9) Have a professional organization with a legal entity (P. R. Undang-Undang Republik Indonesia, 2005).

It is not only this time that teachers are so important. In Indonesia, as in any other country, the government relies on schools as the main component of the national education system. In any system, if schools are made the main component for the implementation of education, schools are given complete legitimacy to determine the quality and standards of the nation's education through certification, which schools monopolize. (Kulsum, U., Suhermanto, S., & Sugiono, 2021).
Indonesia is one of those in which almost all education dissemination is entrusted to schools. Schools are the only institutions that receive support and protection from the government in such a way, solely to achieve the nation's educational goals. For this purpose, teachers are fully trusted to carry out this particular and vital mandate. One factor that determines the success or failure of the learning process, especially the learning of Islamic Religious Education in madrasas, is the teacher(Wahid, A., Naemuddin, R., Suhermanto, S., & Wafa, 2022). The teacher is not only an adult whose professional duty is to transfer knowledge (transmitter of knowledge) mastered to students. More than that, he becomes a leader or an educator and mentor. Therefore teacher competence is needed. The madrasah-based management approach is very appropriate to use as an analytical knife in order to increase the competency of Islamic Religious Education teachers in Madrasahs. Madrasah-based management, in this case, is interpreted as one of the ideas of educational decision-making that is placed in the position closest to learning, namely madrasah.(Arikunto, S., & Pendidikan, 2013). Empowering madrasas by providing greater autonomy, in addition to showing the government's responsiveness to community demands, is also a means of increasing the efficiency, quality and equity of education.

RESEARCH METHODS

research was to produce descriptive data in the form of written or spoken words from people and observable behaviour through in-depth interviews with informants, which consisted of school principals, vice heads of curriculum, student affairs, public relations, facilities, teachers of Islamic Religious Education material in Madrasas(Albi, 2018).

RESULTS AND DISCUSSION
Culture Change

Cultural change is an effort made by the school to change unfavourable or unfavourable activities towards a positive direction for the betterment of the school. This cultural change in the context of increasing teacher competence is carried out by forming a culture of discipline for teaching and educational staff so that they carry out their duties and responsibilities seriously at school. Forming a culture of discipline in madrasas is an

effort to create good school conditions because, with a culture of discipline towards duties and responsibilities, the quality of schools will be good.(Baharun, 2015).

The existence of a disciplined attitude as an implication of cultural change in madrasas is a form of teacher awareness, especially of Islamic Religious Education teachers, of the duties and responsibilities they are entrusted with. The formation of the professional character of Islamic Religious Education teachers in madrasas through the disciplined attitude that is cultivated in madrasas can be seen from the teacher's mastery of the material, methods and evaluations used in the learning system of Islamic Religious Education in madrasas(Wahid, A., Naemuddin, R., Suhermanto, S., & Wafa, 2022).

HR Quality Improvement

Improving the competency of Islamic Religious Education teachers in madrasah-based madrasah management is then carried out by increasing human resources (HR). In improving the quality of human resources, the first thing to do is to determine the qualifications of educational staff. The determination of the qualifications of educational staff is intended so that Islamic Religious Education teachers are qualified to teach and educate their students according to their competencies and expertise. After determining the qualifications of educational staff, the next step is delegating Islamic Religious Education teachers to participate in various activities that support improving the quality of Islamic Religious Education teachers, such as delegating activities, seminars, workshops, training, etc.(Arikunto, S., & Pendidikan, 2013).

Developing the quality of human resources (HR) for educators in madrasas, especially for Islamic Religious Education teachers.In addition to receiving coaching, education and training from government agencies, teachers also often receive coaching from supervisors and colleagues, who are appointed by the madrasah to explain the material that must be delivered and adapted to the needs of the school at that time. An example of the wrong way is coaching carried out by education supervisors and teachers who are considered "capable" by educators in madrasah.

n the teacher delegation system to participate in education and training in several government agencies, it is carried out in a balanced way, meaning that the delegation is adjusted to the background of the position and teaching duties. This is done so that teachers who receive guidance and training can directly apply the knowledge they have acquired to influence their learning activities positively. There is a delegation of teachers to participate in education and training proportionally to teaching staff in the madrasah.

Providing Continued Motivation

Giving this motivation is carried out in the framework of continuous improvement for increasing teacher competence in madrasas, which is carried out using persuasive approaches, which are carried out by giving rewards and punishments to teachers who excel and to teachers who violate institutional regulations(Majid, A., & Rochman, 2014).

Educational Supervision

Improving the competency of Islamic Religious Education teachers in madrasahs from the perspective of madrasah-based management is then carried out through educational supervision. The implementation of madrasa education supervision aims to provide teachers with an understanding of the importance of the meaning of a learning objective so that teachers will think hard later with the assistance of supervisors in achieving learning targets and objectives.(Wulandari et al., 2018). The implementation of educational supervision in madrasas aims to assess teacher activities in teaching and learning activities, whether the learning carried out has paid attention to the principles of learning, the use of learning approaches and methods, the use of media, sources and the learning environment. This guidance and improvement aim to create competent, skilled and professional educators.

Supervision activities are carried out objectively to implement supervision in madrasas to run effectively and efficiently and follow what is desired without discriminating between individuals. The principle of objectivity in the supervision of education in madrasas aims to form professional teachers who can manage classes properly and correctly so that learning takes place effectively and efficiently as expected.

The existence of the implementation of educational supervision activities carried out by school principals and educational supervisors following the results of observations of researchers; "To prove the implementation of supervision that took place in madrasas, the researcher asked religious teachers to show forms of supervision that the principal and supervisor had carried out.(Rusdi, 2018). It turned out that it was true; the religious teacher had been supervised by the supervisor of Islamic Religious education, with proof of the supervisor's assessment.

There is an ongoing evaluation

Evaluation on an ongoing basis is an effort to increase the competency of Islamic Religious Education teachers from the perspective of madrasah-based management. The ongoing evaluation of the program aims to determine and measure the success of implementing learning programs that Islamic Religious Education teachers have implemented to seek feedback for follow-up and make improvements towards a better direction.(Kulsum, U., Suhermanto, S., & Sugiono, 2021). The implementation of evaluation on an ongoing basis includes evaluating the learning system, evaluating student achievement results, and evaluating teaching and learning strategies. In addition to evaluating student learning outcomes, an evaluation of the teacher's teaching strategy and whether the method applied is appropriate and achieves educational goals.

With continuous evaluation, madrasah. With the implementation of madrasah-based management, efforts to create the competency of Islamic Religious Education teachers in these institutions can be achieved. The competence achieved by the teacher has implications for the professionalism of Islamic Religious Education teachers in madrasas which can be seen from; Discipline in carrying out duties and responsibilities. The implications of increasing the competency of Islamic Religious Education teachers from a madrasah-based management perspective are increasing teacher discipline in carrying out their teaching duties(Sa'adah, S., Zainab, I., Wali, M., 2022). The existence of teacher discipline in carrying out their duties can be seen from the use of teaching time following existing regulations, meaning that the teacher is on time in every learning activity. The existence of timeliness in attending school and leaving school has an influence on teacher discipline in using teaching time. The increased discipline of Islamic Religious Education teachers in madrasas can also be seen in the discipline of teachers in carrying out their teaching duties and responsibilities.

In addition, the increase in the quality of teacher human resources as a result of efforts to increase the competency of Islamic Religious Education teachers in madrasas from the perspective of madrasah-based management is evident in the increased quality of Islamic Religious Education teacher resources in these institutions. An increase in the quality of teaching staff resources in this school environment can be seen from variations in teaching methods carried out by several Islamic Religious Education teachers in madrasahs (Rosmaini, 2019). The results of efforts to increase the competency of Islamic Religious Education teachers in madrasahs from the perspective of madrasah-based management are further increased by the enthusiasm for teaching teachers based on sincere intentions and lillahi ta'ala (Wahid, A., Naemuddin, R., Suhermanto, S., & Wafa, 2022). The spirit of teaching, based on the very high work ethic values of Islamic Religious Education teachers, provides a certain satisfaction for the teachers. Why not, with the increase in the work ethic it carries out, it indicates that the teacher has been able to take responsibility for his duties and responsibilities.

CONCLUSION

Efforts to increase the competence of teachers of Islamic Religious Education in madrasas from the perspective of madrasah-based management are carried out using; cultural change, improving the quality of human resources, providing continuous motivation, educational supervision, and continuous evaluation. The results of efforts to increase the competency of Islamic Religious Education teachers in madrasah-based management perspectives are evident in the professionalism of Islamic Religious Education teachers, which can be seen from; discipline in carrying out duties and responsibilities, improving the quality of teacher human resources, increasing work

ethic, and increasing the quality of learning.

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