



The Strategy for Developing Educational Pedagogical Competencies in Madrasah Tsanawiyah

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Abstrak

Lembaga pendidikan dari berbagai jenjang pendidikan harus menyusun strategi untuk menjaga kualitas kompetensi pedagogik pendidik. Ada beberapa strategi yang dapat diterapkan dalam rangka pengembangan kompetensi pendidik, antara lain melaksanakan tugasnya sebagai pendidik secara profesional dan berusaha mendisiplinkan diri dalam mengikuti berbagai kegiatan yang dapat menunjang pengembangan kompetensi. Penelitian ini dilakukan bertujuan untuk menganalisis strategi pengembangan kompetensi pedagogik pendidik pada sekolah Madrasah Tsanawiyah. Penelitian menggunakan data primer melalui wawancara dan angket sebanyak 63 informan sebagai sampel berdasarkan kriteria sampel, dengan rincian 3 informan kepala sekolah, 30 informan pendidik dan 30 informan peserta didik. Hasil penelitian ini menunjukkan bahwa Kepala madrasah tsanawiyah sebagai pemimpin dalam setiap institusi melaksanakan berbagai strategi pengembangan kompetensi pedagogik pendidik madrasah tsanawiyah dengan memotivasi dan mengikutkan para pendidik untuk mengikuti berbagai kegiatan ilmiah seperti mengaktifkan MGMP, KKG, seminar-seminar, pelatihan dan workshop. Sehingga dapat disimpulkan bahwa pengembangan kompetensi pedagogik pendidik sudah kompeten sesuai dengan standar nasional pendidikan. Dan penting bagi lembaga pendidikan dari berbagai jenjang untuk menyusun strategi dalam rangka menjaga kualitas kompetensi pendidik.

Kata Kunci: Kompetensi Pedagogic, MGMP, KKG, Kualitas Kompetensi Pendidik

Abstract

It is crucial that educational establishments uphold the standard of teachers' pedagogical ability. There are a number of strategies that may be used to improve educators' competency, including performing their tasks as educators in a professional manner and trying to discipline oneself to engage in various activities that can foster competency growth. This research aimed to analyze the pedagogical competency development strategy for educators. The study used primary data through interviews and questionnaires of 63 informants as samples based on sample criteria of 3 principals, 30 educators and 30 students as informants. The findings show that the headmaster of the Madrasah Tsanawiyah, as a leader in each institution, employs a variety of strategies for enhancing pedagogical proficiency of educators by inspiring and involving educators to participate in a variety of scientific activities like energizing Subject Teachers Conference, Teacher Working Group, seminars, training, and workshops. It can be concluded that the growth of educators' pedagogical competency complies with national educational requirements. Moreover, it is crucial for educational institutions at all levels to create ways to uphold the standard of educator competencies.

Keywords: Pedagogic Competence, STC, Teacher Working Group, Educator Competency Quality

History:

Received : January 12, 2023

Revised : January 13, 2023

Accepted : April 12, 2023

Published : April 25, 2023

Publisher: Undiksha Press

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1. INTRODUCTION

One of the key factors that might influence the national vision is education. The secret to a better future is the implementation of education successfully. Without the assistance of several stakeholders, the latter is impossible to accomplish. The government, in its capacity as a policymaker has the primary duty and obligation of laying the foundation for success by promising education for all citizens across the country, as the case of policies that provide free education in developing countries (Quamruzzaman et al., 2014; Retnawati et al., 2018). In addition to the government's participation, teachers play a huge part because they implement all educational policies and rules.

The attentiveness of the government in providing the commitment to developing the nation and state of Indonesia includes providing professional and high-quality education to the whole Indonesian population. Aside from the government's role, teachers also play an overwhelming role because they put in practice all educational policies and regulations (Retnawati et al., 2018; Ritonga, 2021). For educators or lecturers perform their professional obligations (A. Akhiruddin & Sujarwo, 2020; Loughran, 2014), they must possess, internalize, and control a certain set of knowledge, abilities, and behaviors. It is said that pedagogical competence, personality competence, social competence, and professional competence all fall under the category of competency for educators.

Competency is an inherent quality of a person that is related to the effectiveness of a person's ability to perform or the fundamental qualities of people that have a cause-and-effect relationship or cause and effect with the criteria mentioned, efficient or outstanding or preferable performance in the place of work or in particular situations (Hakim, 2015; Melliana et al., 2018). Competence as the essential characteristic of an individual (Kunskaja, 2019; Tripathi & Agrawal, 2014). A competency is a group of skills, knowledge, and personality qualities that allow a person to do a task or activity while assuming a certain part or function, the idea of competence is a crucial indicator of how well a person will perform in a particular role (Akatay et al., 2015; Çanakkale & Onsekiz, 2015). Personal knowledge, skills, traits, and behaviors such cooperative teamwork, process, and organization are examples of observable performance dimensions that make up competence (Bahar & Köroğlu, 2020; Passow & Passow, 2017).

This competency can be evident in the capacity, for creating teaching and learning programs, carrying out interactions or managing teaching and learning processes, and carrying out assessments (Kadek et al., 2022; Lilis Suryani & Yuliansari, 2015). The examination processes for entering the profession and define the assessment criteria for pedagogical competency. Teacher must have competence as the ability and authority of a teacher in carrying out his obligations in a responsible manner related to his teaching profession. Because the position of a teacher is a professional job, teacher competence is needed in the teaching and learning process (Liakopoulou, 2011; Lilis Suryani & Yuliansari, 2015).

Good and maximum competence of educators can be realized if educators have high awareness and commitment in managing teaching and learning interactions (Wang et al., 2022; Yetti & Jakarta, 2021) at the micro level, and has contributed to efforts to improve the quality of education at the macro level (Sujarwo et al., 2019; Suliswiyadi, 2019). Educators are figures who have an important role in the successful implementation of improving the quality of education. Educators are implementers of learning, which is an educational process in every educational institution (Rahman et al., 2022; Sabillah & Sukmawati, 2020). Therefore, the government has designed and established standard competence, qualifications and certification of educators. And how the educational process is carried out will determine the quality of the results of achieving educational goals (Akhiruddin et al., 2022; M. Akhiruddin et al., 2022).

Several research results stated that teacher competency included the performance is positively and significantly impacted by the effectiveness of the criteria and the teachers' professional ability (Husain et al., 2022; Ikbali, 2018). In line with the other study indicated pedagogy was suggested for the general education instructor, who with practice will be able to use some of these techniques on their own (Shaffer & Thomas-Brown, 2015). This study asserted that pedagogic competence, specifically the ability to master the characteristics of learners and the ability to build curricula, is backed by this one. Learning theory and teaching principles are among the pedagogic talents in the weak category, along with teaching learning

activities, maximizing students' potential, communicating with students, and assessment skills.

The results of other studies state that the North Pontianak District of kindergarten teachers already possess a high level of pedagogical proficiency (Lilis Suryani & Yuliansari, 2015). Because only one of the four indicators of educator competency are measured, this research has the advantage of having relatively little bit research difficulties. This study flaw is that one of the indicators is just really in measuring the performance of educators' competence which has 4 temporary indicators studied in this study not only one indicator so it is believed that it will not provide significant data in measuring educator performance.

Education institutions like Madrasah Tsanawiyah (MTs) prepare and provide the facilities needed by educators so they can fulfill their duties as educators. For instance, educational institutions prepare complete learning media and information media so educators can seek information to improve their ability to teach. To examine a topic of knowledge, pedagogical expertise, and witnessing educators in action during classroom instruction are all critical components of determining an educator's level of competency. A skill evaluation from schools is necessary since it aids teachers in improving their instruction. Only a small number, or 1% of educators, are deemed to be below average, and evaluation of educators must be able to guarantee the correctness of the distribution of abilities of educators.

Both macro and micro human resource development can be used to describe the process of developing human resources. While the macro-level process of developing human resources involves enhancing human capability in order to effectively achieve development goals, the micro-level process of developing human resources for educators and education personnel is carried out within the context of an organization, agency, or institution, both public and private.

In order to enhance the teaching quality they serve as discussion and evaluation points when educators, educators' supervisors, and school principals engage. Furthermore, the aim of this study is to analyze the pedagogical competency development strategy for educators, in order to increase performance. It is anticipated from this research that teachers would be able to enhance communication during the classroom learning process of Madrasah Tsanawiyah in Jeneponto Regency as a way to implement the strategy for developing the pedagogical competence of educators in an effort to improve the quality of learning at Madrasah Tsanawiyah in Jeneponto Regency.

2. METHODS

A qualitative research approach was employed in this study in an effort to describe a social situation or phenomena (Elida & Guillen, 2019; Hammarberg et al., 2016). Procedures used in qualitative research produce descriptive data in the form of verbatim or paraphrased accounts of people's words and actions (Cohen et al., 2017). Simple statistics were employed to assess the descriptive qualitative research that was used in this study. The study of research materials was located in Madrasah Tsanawiyah in the Jeneponto Regency.

The focus of research is the population. A population study qualifies as research when it seeks to look at every component of that study. All individuals who are a part of populations live in communities with other people, animals, events, or things, and are intended to be the subject of any conclusions drawn from the study final findings (Creswell, 2017; Taylor et al., 2016). All 55 schools/Madrasah in Jeneponto Regency, including both private and public Madrasah/schools, made up the sample of study. In this study, there were 30 students from Madrasah Tsanawiyah in Jeneponto Regency served as respondents, and educator competence was assessed using the Guttman scale and a straightforward statistical descriptive analysis.

A purposive selection strategy was utilized in this study, which involves selecting sample participants based on predetermined criteria. Data sources include both primary and secondary data. strategies for gathering data by observation, in-depth interviews, documentation and questionnaires. Data analysis used in-depth interviews aim to dig up the necessary data. The researcher prepared a number of questions for respondents regarding the analysis to measure 4 competency indicators namely pedagogic, social, personality and professional competencies. The respondents interviewed were principals and teachers of Madrasah in Jeneponto Regency, both private and public Madrasah/schools.

The unit of analysis in this study is each part. Because the research was carried out in several places with several sections, the analytical technique used cross-case analysis. In each case the analysis process will be carried out using an interactive analytical model, which includes several components of the analysis. The several components in the analysis process consist of data reduction, data presentation, and conclusion. In order for the data and findings obtained in this study to guarantee their reliability or validity, they will be tested by means of a credibility test. The credibility test in this study aims to prove that what is observed is in accordance with the truth, or in accordance with what actually exists or occurs. to obtain credible data, researchers use validation techniques.

So this study uses data collection techniques through passive participatory observation, by being directly involved in the research location but not acting as anything other than a passive observer to get a clear picture. In the documentation technique, the researcher conducted a literature review and content analysis. The documents used in this study are documents regarding administration and supervision by the school principal. The questionnaire or questionnaire used in this study was a closed questionnaire. The questionnaire is used to reveal data on educator competency development with Student respondents using the Guttman scale measurement with 2 alternative answers Yes, worth 2 (two) and No, worth 1 (one).

3. RESULTS AND DISCUSSION

Result

This study used 30 students of Madrasah Tsanawiyah in Jeneponto Regency as respondents in measuring educator competence with a simple statistical descriptive analysis by measuring 4 competency indicators namely pedagogic, social, personality and professional competencies. The results of this research and discussion are presented in detail and sequentially about 56 informants from 3 schools (MTs Negeri I Jeneponto, MTs Al-Falah Arungkeke and MTs Babussalam DDI Kassi Jeneponto Regency). Pedagogic competence of educators, competency development planning, competency development strategies, tips used in competency development, directions/guidance, targets to be achieved, efforts made, obstacles and challenges, strategies to be used done, and all educators are competent in carrying out their respective duties to provide a comprehensive picture of the 56 informants from 3 schools.

23 instructors were described as informants about competency, pedagogical educators, methods for conducting educational learning, methods for using ICT, factors that pose obstacles and challenges to developing students' competencies, strategies for maximizing student potential, actions taken to develop competencies, benefits obtained in developing competencies, strategies for conducting evaluations of learning processes and outcomes, and methods for utilizing results. Pedagogic Competence: Skilled educators undertake out educational development activities, educators use information and communication technology to organize educational development activities, educators facilitate the development of students' potential to actualize various potentials possessed,

educators communicate effectively, empathically, and courteously with students, educators take advantage of the outcomes.

Pedagogic Competency Development Strategy for Educators

A crucial element in the realm of education is the existence, function, and competency of educators. The most crucial component of the teaching and learning process in both official and informal education is the educator. Consequently, it is impossible to separate numerous issues connected to the presence of educators as educators from efforts to improve the quality of education in Indonesia.

It is crucial that educational institutions at all levels create ways to uphold the standard of teachers' pedagogical ability. Implementing professional tasks as an educator and striving to discipline one to engage in various activities that can assist competency development are just two of the tactics that can be used in the context of increasing the competence of educators. The headmaster of Madrasah Tsanawiyah Negeri 1 Jeneponto expressed this in a manner similar to this: The strategy I take to improve the pedagogic competence of educators is to carry out their professional duties, increasing the ability and competence of educators can be carried out by including activities aimed at improving and growing abilities, attitudes, and skills to be an effective educator.

The principal is able to establish policies as a means of fostering educator competencies, such as the use of boss funds to encourage teachers to take part in a range of scientific pursuits. This technique is comparable to that used by the headmaster of MTs, Al-Falah Arungkeke KSM, who stated: There are two ways or tactics that are used in the context of building educational competence, namely Program to improve competence through empowerment of boss funds and encouraging educators to take part in webinars and training both online and offline (interview result).

According to MTs Babussalam DDI Kassi's principal, the US has adopted a different tactic. Sending educators to workshops, seminars, and training sessions, assisting educators with research projects, class activities, modules, and innovative works, and pursuing higher-level studies are the methods I have used to increase the competency of educators (interview result). From the description in the matrix above, it shows that the principal in Jeneponto Regency has and implements various strategies in the context of developing the pedagogic competence of educators. The development of the competence of educators is a shared responsibility, but the principal who is the person in charge of each educational institution has the authority and responsibility for developing the competence of educators. This is in line with the findings of an interview with AR., the principal of MTs Negeri I Jeneponto, who claimed that the leadership skills of the principal determine whether a school is good or terrible and developing or not (Interview result).

The competence of educators is a combination of personal, scientific, technological, social, and spiritual abilities which kaffah forms the standard competence of the educator profession, including mastery of material, understanding of students, educational learning, personal development and professionalism (Djumransjah, 2014:27). There are at least two categories of competencies that must be possessed by educators: (1) professional competence, namely the ability to design, implement, and assess the duties of educators, which include mastery of educational science and technology, and (2) personal competence, which includes ethics, morals, and service, social and spiritual abilities.

In accordance with the needs of the profession and the advancement of science and technology, educator competency is one way to achieve the competency criteria of educators, according to AR., Principal of MTs Negeri I Jeneponto (interview result). Principal of MTs Babussalam DDI Kassi, Educator competence is the ability of a person possessed by

educators in carrying out their duties. The result of distribution list of accumulated score is show in [Table 1](#).

Table 1. Distribution List of Accumulated Scores on Pedagogical Competence Variable Indicators

No.	Sub Indicator	Average Score	Category
1	Competent in conducting educational development activities	56	Competent
2	Making the use of information and communication technology	57	Competent
3	Assisting students in developing their capacity to realize their varied potentials	54	Competent
4	Be able to speak with students clearly, sympathetically, and formally.	55	Competent
5	Use the findings from the assessment and evaluation to advance learning.	57	Competent
		55.8	

The majority of Jeneponto Regency for madrasah tsanawiyah instructors fall within the pedagogically competent category. The high regard with the students holds their teachers is evident from this one. Development of scientific insight with an improving pattern intensity opt-inteacher at each scientific conference, such as seminars, is one of the plans created by the madrasa to increase pedagogic competences (interview, AR). Activating school committee meetings with administrators and teachers and increasing the level of communication with the students.

Principals can be involved in the process of developing pedagogical competences in a variety of ways, such as through the Subject Teacher Consultation (MGMP), training, workshops, monitoring, and school meetings (Interview, USA). The Law Number 14 of 2005 Concerning Teachers and Lecturers mandates that all educators possess the four competences of pedagogic competence, personality competence, social competence, and competence-professional. There still needs to be a process carried out by the principal and all parties so that the competence of Madrasah Tsanawiyah in Jeneponto Regency is in line with the target because these four competencies are ones that Madrasah Tsanawiyah educators in Jeneponto Regency have, despite the fact that their achievements have not been maximized.

Discussions

Islamic teachers have some obligation in helping students reach their full affective, cognitive, and psychomotor potential. It is expected of Islamic religious teachers to be able to use the resources that the school may offer and select learning materials that are in line with the requirements of the subject matter to be taught. To become an educator, required to have at least five skills, namely as follows: Commitment to students and the learning process, having a thorough understanding of the lessons or subjects being taught and how to teach them to students, a person in charge of evaluating student learning results and monitoring them A member of the learning community in their work setting, be able to think analytically about what they do, and learn from their experiences.

The Directorate General of Primary and Secondary Education, Ministry of National Education applies teacher competency standards related to the competency components of learning management and Educational Insights, Vocational Academic Competence Components according to learning materials, Professional Development. Standard Components. This Educator Competence accommodates professional, personal and social

competencies that must be possessed by an educator (Akhiruddin et al., 2021; Hanapi & Nordin, 2014).

The results of this study relevance with the other studies stated that there is an influence of the competence of the Academic Coach on the role of the Coach related to the teacher's ability to implement the strategy of developing pedagogic competence (Susanto, R., & Rozali, 2022). This study was reinforced by other studies that claimed pedagogical competencies could be identified in concrete terms with other subcategories, such communication and relationship competences or classroom management. According to a study, utilizing teachers' basic pedagogical expertise and specific classroom management skills (Aswat et al., 2022), knowledge as appropriate indicators of their instructional competency. In grouping the pedagogical strategies helped the students take advantage of various learning processes as they develop their sustainability competencies (König et al., 2021; Lozano et al., 2017).

In order to develop interdisciplinary thinking, creativity, and managerial characteristics in any field, one must have a solid understanding of pedagogical competency, their typology, and principles of development. The findings of study were different with some studies results above that in integrating various pedagogical strategies of Madrasah tsanawiyah (MTs) in Jeneponto Regency. It have a plan for developing the competence of educators led by their respective school principals, it just that they experience various obstacles in realizing this plan including funds, facilities and infrastructure, Lack of motivation for Madrasah Tsanawiyah (MTs) educators in Jeneponto Regency in developing themselves as educators (Suciu, A. I., & Mata, 2011).

Even though madrasah tsanawiyah educators (MTs) are still expected to be competent, they make every effort to understand how to improve their individual capabilities. The opposite is also true (student version): all educators are experts in their professions. The findings indicate that the Madrasah Tsanawiyah educators in Jeneponto Regency are competent. This is based on respondents' responses to a questionnaire that asked them to describe how to improve educators' competency. Moreover, developing measures to sustain the ability of educators' competences is crucial for educational institutions of all levels. There are a number of ways that may be used to improve teachers' competence, including carrying out their responsibilities as educators professionally and making an effort to discipline themselves to engage in various activities that can foster competency growth.

The headmaster of Madrasah Tsanawiyah Negeri 1, Jeneponto, expressed this in a manner similar to this when he said: The strategy taken to improve the competence of teachers is to carry out their professional duties. Increasing the ability and competence of teachers can be carried out by incorporating activities at improving and growing abilities, attitudes, and skills to be carried out. The principle has the power to enact policies as a means of fostering educator competencies, such as empowering School Operational Assistance (Dana BOS) to make participating in many scientific pursuits fun for instructors. This strategy is comparable to that used by the headmaster of the MTs, Al-Falah Arungkeke KSM, who stated that there are two ways or strategies used in the context of developing educator competence, namely Program to increase competence through empowerment of BOS funds and Motivating teachers to participate in webinars/training both during and offline.

The role of organizational development plans, the process of strategic planning, and the value of education and training programs in human resource development in Islamic educational institutions (Churiah et al., 2022; Novana & Ali, 2022). US has a different approach than the principal of MTs Babussalam DDI Kassi. Joining teachers in workshops, seminars, training activities, or competence-focused trainings are some of the measures they have done to increase teachers' competence (Johannes, 2018; Peters et al., 2022). Whether a school is good or poor, developing or not, depends on the principal's capacity to lead. This

includes guiding instructors in research activities, class actions/modules/innovative works, and future studies to a higher level.

The implication of this study provide overview related to scientific activities including workshops, training, education, seminars, and discussions, teachers, in particular Madrasah Tsanawiyah teachers in Jeneponto Regency, acquired the expertise. Therefore, this is the important role of development programs, whether carried out by educators independently or from related institutional development programs intended for educators, is to make an educator have full attention to knowledge, abilities, skills, and attitudes in accordance with their field.

4. CONCLUSION

To carry out the plans for developing the teachers' skills in Jeneponto Regency, madrasah tsanawiyah teachers' competency has been constructed, programmed, and turned into a system in every madrasah (school). It is evident that the headmaster of the Madrasah Tsanawiyah implements a variety of strategies to increase the proficiency of Madrasah Tsanawiyah teachers by encouraging and involving teachers of Madrasah to participate in a variety of academic activities, such as kicking off the Subject Teachers Conference (STC), Teacher Working Group, subject teacher consultations, seminars, training, and workshops in Jeneponto Regency.

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