

Management of Arabic Teacher’s Competency Improvement in Ma’had Abdurrahman Bin Auf Malang

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Abstrak: This research aimed to find out the management of Arabic teacher’s competency improvement in Ma’had Abdurrahman Bin Auf Malang. This research used a qualitative approach with the type of research is descriptive analysis. Planning to improve the competence of Arabic teachers is carried out by the head of the institution. The basis of planning competency improvement activities is the result of supervise of the head of the institution and evaluation of teachers by students through SIAKAD. Teaching competency improvement activities in this institution are "up grading" activities and training in the form of non-training organized by outside the institution. Some notes in the evaluation of the implementation of teaching competency improvement activities in this institution are 1) the basis of planning competency improvement activities is only two, namely the results of the supervision of the head of the institution and the teaching evaluation conducted by learners through SIAKAD, 2) competency improvement activities organized by the internal parties of the institution are only carried out once a year, 3) Not all teachers participate in competency improvement activities organized by outside the institution and that makes there is inequality and unevenness of competence owned by teachers in the institution.

المستخلص

هدف هذا البحث إلى معرفة إدارة تحسين كفاءة معلم اللغة العربية في معهد عبد الرحمن بن عوف مالانغ. استخدم هذا البحث منهجا نوعيا مع نوع البحث وهو التحليل الوصفي. يتم التخطيط لتحسين كفاءة معلم اللغة العربية من قبل رئيس المؤسسة. أساس التخطيط لأنشطة تحسين الكفاءة هو نتيجة إشراف رئيس المؤسسة وتقييم المعلمين من قبل الطلاب من خلال SIAKAD. أنشطة تحسين الكفاءة التعليمية في هذه المؤسسة هي أنشطة "Up Grading" والتدريب في شكل غير تدريب ينظمه خارج المؤسسة. بعض الملاحظات في تقييم تنفيذ أنشطة تحسين الكفاءة التعليمية في هذه المؤسسة هي (1) أساس التخطيط لأنشطة تحسين الكفاءة هو اثنان فقط ، وهما نتائج إشراف رئيس المؤسسة والتقييم التدريسي الذي يجريه المتعلمون من خلال SIAKAD ، (2) يتم تنفيذ أنشطة تحسين الكفاءة التي تنظمها الأطراف الداخلية للمؤسسة مرة واحدة فقط في السنة ، (3) لا يشارك جميع المعلمين في أنشطة تحسين الكفاءة التي ينظمها خارج المؤسسة والتي تجعل هناك عدم مساواة وتفاوت في الكفاءة مملوكة من قبل المعلمين في المؤسسة.

Keywords: Competency Improvement, Management, Teacher’s Competency

INTRODUCTION

Management is a process in which there are activities that include the entire work of planning, organizing, directing, supervision and so on, which activities are inseparable from one another. This exposure is also in line with mary parker follet quoted by Batlajery Samuel that management as a process, because in management there are activities that must be done, such as planning, organizing, directing and organizing activities. These activities are inseparable or in other words interrelated, so that they will form an inseparable unity. Therefore, management is referred to as the system¹. G. R. Terry in Pananrangi said that management is a typical process consisting of planning, organizing, movement, and control actions carried out to determine and achieve

¹ Batlajery Samuel, "Penerapan Fungsi-Fungsi Manajemen Pada Aparatur Pemerintahan Kampung Tmbat Kabupaten Merauke," *Jurnal Ilmu Ekonomi & Sosial*, Vol.VII, NO. 2, Oktober (2016): hal 137

predetermined goals through the utilization of human resources and other resources².

The improvement in the quality of the education system is greatly influenced by the quality of teachers as learning agents in schools. The increasing quality of a teacher, it is expected that students who become learners in the learning process will increase their quality. Indicators of improving teacher's quality one of them is the competence of teachers in their respective fields. It is expected that the improvement of teacher competence can contribute greatly and is very influential to the improvement of teacher performance.

Education in schools is an institution that develops the quality of education. The quality of education is related to the quality of teachers that include social personal challenges, competencies, professions and skills that must be owned by teachers in order to carry out their duties as well, especially in learning.

In line with government policy, through Law No. 14 of 2005 on Teachers and Lecturers, Subsection 7 mandates that the empowerment of the teacher profession is organized through democratic, equitable, non-discriminatory, and sustainable self-development by upholding human rights, religious values, cultural values, plurality of the nation, and professional code of ethics. In addition, according to article 20, in carrying out professional duties, teachers are obliged to improve and develop academic qualifications and competencies in a sustainable manner in line with the development of science, technology and art.

Discussion of teachers is always interesting because teachers are the key of education. If the teacher is successful, it is most likely that his students will be successful. Teachers are inspiring figures and motivators of students in carving out their future. If the teacher is able to be a source of inspiration and motivation for his students, it will be the strength of the students in pursuing their ideals for the future³.

Competence according to Mulyasa is a combination of elements of knowledge, skills, values, attitudes, reflected in the habit of thinking and acting⁴. The understanding of competence is more clearly stated by Hornby, that competence is a person who has the ability, power, authority, skills, and knowledge to do what is necessary. (*competence is person having ability, power, authority, skill, knowledge to do what is needed*)⁵. Sahertian saw that competence is the ability to carry out something acquired through education and practice⁶. In this case one must first go through the process of education and practice to have certain competencies. That is, there is the fulfillment of certain academic qualifications and participation in exercises allows a person to have certain competencies to carry out certain tasks or eligibility to occupy a profession.

The improvement of teacher competence is carried out through various strategies in the form of education and training and not training. Strategies in the form of education

² Andi Rasyid Pananrangi, "Manajemen Pendidikan". (Makassar: Celebes Media Perkasa, 2017), hal: 2

³ Jamal Ma'mur Asmani, "7 Kompetensi Guru Menyenangkan Dan Profesional". (Jogjakarta: Power Books (IHDINA, 2009)), hal: 17

⁴ Mulyasa, "Kurikulum Berbasis Kompetensi: Konsep, Karakteristik, Dan Implementasi", (Bandung: Remaja Rosdakarya, 2004), hal: 38

⁵ ASW Hornby, "Oxford Advance Dictionary of Current English", (England: Oxford University Press, 1982). h. 172

⁶ Sahertian dan Sahertian, "Supervisi Pendidikan dalam Rangka Program Inservice Education", (Jakarta: Rineka Cipta, 1990), h. 4

and training include inhouse training or training that is carried out internally in KKG / MGMP schools or elsewhere, internship programs, training through school partnerships with government or private institutions, distance learning or internet training systems, tiered training and special training, short courses, internal coaching and further education.⁷

Improving teacher competence through strategies in the form of non-training includes discussion of educational issues, seminars, workshops, research, writing teaching books / teaching materials, making learning media and making technology or artwork.⁸

Davies on Nurfuadi The quality of teacher competence is related to the teacher's ability as a class manager. Therefore, they wherever possible concentrate on the implementation of work by eliminating their unique role in the organization as managers in learning. There are four common functions that are characteristic of a teacher's job as a manager; Planning, Organizing, Leading and Supervising⁹.

According to Government Regulation No.19 of 2005 subsection 28, paragraph 3 and Law No. 14 of 2005 subsection 10, paragraph 1, competence of Teachers or educators includes: professional, pedagogical, personality, and social competencies. Teacher competence is further clarified in Law No. 14 of 2005 article 1 paragraph 10 that teacher competence is a set of knowledge, skills and behaviors that must be owned, lived, and mastered by teachers in carrying out their coprofessional tasks.¹⁰

Abdurrahman Bin Auf Malang Institute of Arabic Education and Islamic studies is a course institution for learning Arabic with Islamic insight. Some of the qualifications required in the admission of new teachers at the institution are graduates of Middle Eastern universities and LIPIA (Institute of Islamic and Arabic Sciences). However, the teacher's qualifications have an impact on the lack of guaranteed teacher ability as a manager, namely designing a learning plan, the ability of teachers as class managers to the ability to lead and evaluate learning. Thus, competency training is needed for teachers to improve the ability to organize a learning to achieve educational goals in the institution. In this paper will be discussed about how the management of Arabic teacher's competency improvement in the Institute of Arabic Language Education and Islamic studies Abdurrahman Bin Auf Malang.

METHOD

This research used qualitative research method with descriptive analysis research types. This method is basically used to describe the facts about an object, then adequate analysis and interpretation. Descriptive methods are used to describe facts related to management of teacher's competence improvement in Arabic Language Education Institute and Islamic Studies Abdurrahman Bin Auf Malang.

Data collection techniques are done by interviewing and collecting documentation. The interview with head of institution was conducted to obtain data related to the

⁷ Ahmad Muradi. "Pengembangan kompetensi guru bahasa Arab melalui IMLA sebagai organisasi profesi". *Arabi : Journal of Arabic Studies Vol. 1 No. 2 (2016)*. h: 6-7

⁸ Ibid, h: 7-8

⁹ NurFuadi, "Manajemen Kompetensi Guru Dalam Peningkatan Mutu Pembelajaran". (Purwokerto: STAIN Press Institut Agama Islam Negeri (IAIN) Purwokerto, 2019). h: 14-15

¹⁰ Agus Dudung. "Kompetensi Profesional Guru." *JKKP (Jurnal Kesejahteraan Keluarga Dan Pendidikan) 5 (1) (2018)*. h: 12

management of teacher's competency improvement in Ma'had Abdurrahman Bin Auf Malang. The collection of data in documentation is directed to support the data of interview results.

Data analysis techniques used Miles and Huberman models that have 4 stages, namely, 1). Data collection, 2). Data reduction, i.e. classifying, directing, discarding unnecessary and organizing data 3). Data display, namely finding meaningful relationship patterns and providing the possibility of conclusion drawing, 4). conclusion drawing/verification.¹¹

RESULT AND DISCUSSION

Management is a process in which there are activities that include the entire work of planning, organizing, directing, supervision and so on, in which the activities are inseparable from one another.

1. Planning of competency improvement activities

Planning activities to improve the competence of teachers in Ma'had Abdurrahman Bin Auf Malang as a whole refers to the vision and mission of the institution. The vision of the mission is then socialized to teachers in the institution. The purpose of socializing the vision and mission of the institution is for teachers to prepare learning that is in harmony with the vision and mission of the institution.

Planning activities made to improve teacher competence implemented by the head of the institution are sourced from the evaluation of teacher competence at the end of each semester. The evaluation is carried out by the head of the institution by conducting a supervise on each teacher. The head of the institution performs supervise in terms of learning devices. The learning device consists of an annual program, semester program, syllabus and learning implementation plan (RPP). The records associated with deficiencies in preparing for learning are one of the sources of planning to carry out teacher competency improvement activities.

In addition to the head of the institution, learners are also required to provide assessments to each teacher. Evaluation of teacher competence by learners is carried out through SIAKAD. The results of the evaluation of the competence of each teacher are personal, in the sense that the results of the evaluation are only known by the teacher concerned without the knowledge of other teachers in arabic language education institutions and Islamic studies Abdurrahman Bin Auf. However, the results of the assessment can still be read in its entirety in percentage form. The results will be used as a second source to plan activities to improve teacher competence that is considered low based on the results of teacher competency evaluation in Ma'had Abdurrahman Bin Auf Malang.

The results of the researcher's interview with the source, it is said that based on the evaluation of teacher competence in this Educational Institution,

¹¹ Sugiyono, "*Metode Penelitian Kuantitatif, Kualitatif dan Kombinasi (Mix Method)*", (Bandung; ALFABETA, 2020), hal: 489

teachers are considered competent in professional competence and social competence, because all teachers are proficient and master the language material and Islamic insight. However, teachers are considered still lacking in terms of personality competence, namely in terms of time discipline and pedagogical competence, namely in terms of the application of learning theory in the classroom.

Based on the results of the evaluation, the head of the institution plans activities to increase teacher competence. Activities to increase the competence of teachers in Ma'had Abdurrahman Bin Auf Malang are carried out every year under the name of the program "Up Grading". The program is carried out internally by the institution and is only attended by teachers in the institution.

In addition to teacher competency improvement activities organized internally by the Arabic Language Education institution Abdurrahman Bin Auf, the head of the institution also has a program to include teachers in teacher competency improvement activities. These activities can be seminars or workshops organized by outside institutions.

2. Implementation of competency improvement activities

The implementation of teacher competency improvement activities or "up grading" organized by Arabic language education and Islamic Studies institution Abdurrahman Bin Auf once a year. Competency improvement activities in the form of seminars or wokshop. The material provided is material about competencies that score low during the implementation of teacher competency evaluation.

In the implementation of up grading activities in the 2020/2021 school year, the material provided is material related to personality competence and pedagogic competence of teachers, namely on aspects of learning theory and how it is application in the classroom. This teacher competency improvement activity is carried out by bringing in sources from home and abroad. This program aims to make teachers in Ma'had Abdurrahman Bin Auf Malang competent in terms of personality and pedagogy.

In addition to the implementation of competency improvement activities organized internally by Ma'had Abdurrahman Bin Auf Malang, the head of the institution also included teachers in competency improvement trainings organized by universities. Often the training is also in the form of seminars or workshops.

Based on interviews with the head Ma'had Abdurrahman Bin Auf Malang, the head of the institution always informs through electronic media about the existence of competency training activities to teachers. The head of the institution urged all Teachers to participate in competency training activities organized by outside parties.

Teacher competency improvement activities in the form of workshops or "up grading" organized by internal affairs Ma'had Abdurrahman Bin Auf Malang and teacher participation in seminars organized by outside institutions are strategies for increasing competence in the form of non-training. Workshop activities are carried out to produce products that are useful for learning, competency improvement and career development. Workshops can be done for example in the activities of compiling KTSP, curriculum analysis, syllabus

development, RPP writing, and so on.¹².

The participation of teachers in seminar activities and coaching scientific publications can also be a model of continuous coaching of the teacher profession in improving teacher competence. Through this activity provides opportunities for teachers to interact scientifically with colleagues as well as related to the latest things in an effort to improve the quality of education.¹³

3. Evaluation of Arabic teacher's competency improvement activities

The implementation of an activity requires evaluation. Every activity must have a gap in shortcomings to continue to be fixed. Evaluation is concerned with reviewing the achievement of the objectives of an activity or program.

In the evaluation of the implementation of teacher competency improvement activities in the Institute of Arabic language education and Islamic studies Abdurrahman Bin Auf Malang there are several shortcomings that must be improved.

First, the basis of planning competency improvement activities is only two, namely the results of the supervise of the head of the institution in each teacher and the results of teacher evaluation conducted by learners through SIAKAD. The head of the institution seeks to plan activities to increase competence from only two sources, but from many sources to find out the extent of competence possessed by teachers in the institution.

Second, activities organized by Ma'had Abdurrahman Bin Auf Malang are only carried out once a year. Whereas a teacher needs to get some competency training activities either in the form of training or not training to continue to develop their competence.

Third, in the implementation to include teachers in competency training organized by outside institutions, not all teachers participate in these activities. This will lead to inequality and unevenness of competence of each teacher.

CONCLUSION

Management of Arabic teacher's competency improvement in Ma'had Abdurrahman Bin Auf Malang starts from planning, implementation and evaluation. Planning to improve the competence of teachers is carried out by the head of the institution. The basis of planning competency improvement activities is the result of supervise of the head of the institution and evaluation of teachers by students through SIAKAD. Teaching competency improvement activities in this institution are "up grading" activities and training in the form of non-training organized by outside the institution. Some notes in the evaluation of the implementation of teaching competency improvement activities in this institution are 1) the basis of planning competency improvement activities is only two, namely the results of the supervision of the head of the institution and the teaching evaluation conducted by learners through SIAKAD, 2) competency improvement activities organized by the internal parties of the institution are only carried out once a

¹² Ahmad Muradi. "Pengembangan kompetensi guru bahasa Arab melalui IMLA sebagai organisasi profesi". *Arabi: Journal of Arabic Studies Vol. 1 No. 2 (2016)*. h: 6-7

¹³ Ibid. hal: 7-8

year, 3) Not all teachers participate in competency improvement activities organized by outside the institution and that makes there is inequality and unevenness of competence owned by teachers in the institution.

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