

The Impact of Teacher Professional Competency Development Management in Improving Student Learning Achievement

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ABSTRACT

The purpose of the study was to analyze the impact of teacher professional competency development management in improving student learning achievement at MAN 1 Kebumen. This study was qualitative. The subjects of this study were all teachers at MAN 1 Kebumen and several students. The data collection techniques used were observation, interviews, and documentation. The data analysis used was qualitative. The data analysis techniques used were data collection, data reduction, data presentation, and conclusion. Based on the results of the study, it can be concluded that the impact of teacher professional competency development management in improving student learning achievement at MAN 1 Kebumen was in the form of an impact felt by teachers after receiving supervision from the principal. Teachers were provided with training and participated in teacher professional education so that they were aware of their roles and had an impact on student enthusiasm, interest in learning, and student achievement in participating in learning

INTRODUCTION

Education becomes an activity in cultivating young people or making young people live in a cultured manner according to the standards accepted by society (Fedosejeva, Boče, Romanova, Iliško, & Ivanova, 2018). In education, there is something very important and related to humans. Education has many scopes ranging from physical and spiritual development including physical development, thoughts, feelings, will, health, skills, social, conscience, and affection. Quality education can be obtained if the teaching staff can carry out their duties well (Chotibuddin & Zunaih, 2024). The education that is taken is an effort to increase a person's knowledge from not knowing to knowing and understanding so that the quality of education is determined by teachers and students and all components of education that carry out learning activities.

According to the 2023 Government Regulation Article on Teachers and Lecturers, a teacher must master 4 competencies, namely pedagogical competence, personality competence, social competence, and professional competence (Jabri, 2017). Pedagogical competence is the ability to manage student-centered learning to achieve learning goals, personality competence is the ability of a solid personality, noble character, wise, and authoritative, and to be a role model for students, this personality ability is carried out through reflection in carrying out responsibilities as a teacher according to the code of ethics of the profession for students (Anif, Utama, Prayitno, & Idrus, 2019). Social competence is the ability of teachers to communicate and interact effectively and efficiently with students, fellow teachers, parents/guardians of students, and the surrounding community. The ability to communicate and interact effectively and efficiently is carried out in learning and self-development. Professional competence is the ability to master subject matter broadly and deeply, the ability to master the material to set learning goals and organize learning knowledge content that is centered on students.

LITERATURE REVIEW

The main problem of education in Indonesia today is teacher professionalism. Many cases have been found that teachers do not achieve the professionalism indicators set by the government. The lack of desire of teachers and lecturers to move from their comfort zone to the future zone is a sensitive issue in the world of Indonesian education (Sain, Aziz, & Agoi, 2024). The results that were released after the implementation of the IPMB CAT (Professionalism and Religious Moderation Index) phase I showed that around 40% of ASN were considered unprofessional (Sutrisno, Sompa, & Yunani, 2021). The results of the teacher competency test (TCT), the national average was only 44.5, still far from the standard of 55.14 (Darmuh & Ramdani, 2022). The Director of Institutions at the Directorate General of Higher Education, Research and Technology, said that currently there are 1.2 million teachers who do not yet have a teacher's certificate (Limbong & Lumbantoruan, 2022). This number means that more than 30% of teachers have not been certified and categorized as professionals according to regulations.

This fact is an important issue that needs to be analyzed and appropriate policies taken. Teachers also rarely implement the Continuous Professional Development Program (CPD), especially the professional management and innovative work elements (Murwaningsih & Fauziah, 2022). This confirms the low professionalism of teachers. The obligation of CPD and the Credit Point Assessment policy has not provided a motivational effect on improvement (because the reward is small and there is no binding punishment).

A solution that can overcome global and local problems is to maximize Islamic Religious Education (PAI) in schools. Islamic religious education teachers in the future must have various abilities and expertise to be able to anticipate so that the next generation or the younger generation can minimize the negative effects of global progress. For Islamic religious education to be empowered and successful, human resources must have maximum abilities and standard performance. Until now, classroom learning is still dominated by one-way lecture methods and minimal Q&A (Murwaningsih & Fauziah, 2020; Nugraha, Purwati, & Ariyanto, 2023). This reflects that there are still teachers who have not made efforts to develop their professionalism.

Looking at the phenomenon in the field of education, the process of professional education for Islamic religious education teachers has a long waiting schedule (Robiyah, Anwar, Muin, & Hijriyah, 2021). The average waiting schedule is 5 years. This has become the author's concern to research teacher professionalism because it greatly influences future education. Based on observations made by researchers at MAN 1 Kebumen, there was an increase in learning achievement experienced by students due to the expertise of teachers in carrying out the learning process which was supported by teachers who were already certified or who had participated in PPG. In addition to teachers who have been certified, there are also teachers who have not been certified but are able to demonstrate their professionalism in the tasks given. Departing from these facts, researchers are interested in analyzing the impact of teacher professional competency development management to improve student learning achievement.

METHODOLOGY

The researcher used a qualitative approach with a qualitative descriptive research type. According to Bogdan and Taylor, qualitative research is a research procedure that is able to produce descriptive data in the form of words or statements from people being observed (Taylor, Bogdan, & DeVault, 2016). The researcher used this method to analyze the impact of teacher professional competency development management in improving student learning achievement at MAN 1 Kebumen in relation to professional teachers.

The location of the study was in Kebumen city, located on Jalan Cincin Kota Kebumen. The location was deemed suitable for conducting the study because 80% of teachers have teacher certificates. The subjects of this study were the deputy head of curriculum, PAI teachers, and students of MAN 1 Kebumen. This study used three approaches to collect data, namely observation, interviews, and documentation. The researcher used the observation method to obtain data in the field. The instruments used were interview guidelines and recording tools. Interview guidelines are data collection tools in the form of a list of free questions so that they can be adjusted to the situation and conditions. Interviews were aimed at the deputy head of curriculum, PAI teachers, and students at MAN 1 Kebumen. Documentation studies were used to determine the impact of teacher professional development management on improving student learning achievement.

The data is tested for validity using the triangulation technique. Triangulation is a data validity checking technique that utilizes something other than the data as a comparison to the data (Moleong, 2014). There are three types of triangulations used by researchers in this study, namely source triangulation, theory, and method. Data analysis is an activity carried out by researchers after the data has been collected and processed properly so that it can be interpreted. The qualitative data analysis process refers to the theory of Miles and Huberman which is carried out interactively and continuously until complete, so that the data is clear (Miles, Huberman, & Saldaña, 2014). The stages are data collection, data condensation, data presentation, and drawing conclusions.

RESULTS AND DISCUSSION

The impact of professional competency development management of teachers in improving student learning achievement at MAN 1 Kebumen can be felt after an evaluation or assessment. This statement was reinforced by the deputy head of curriculum who said, "The impact of teachers after carrying out several stages of management, namely supervision of the Head of Madrasah, preparation of mature teaching tools, MGMP. Teachers who have been equipped with PPG will be very solid in the learning process. The impact can be seen from the evaluation held every Thursday at the beginning of the month."

Teachers are very influential in classroom learning because they can manage the class well and apply media well. This was conveyed by students, "I feel happy when learning in class. This is because there are media such as projectors that display videos and also practicums. Our achievements are influenced by others. I am motivated by seniors who are champions. I must be able to make my parents proud." A conducive classroom atmosphere has been

proven to affect student learning achievement. Research Arifin, Suryaningsih, & Arifudin (2024) states that there is an influence of the environment on student learning outcomes in learning.

The professional competence of teachers in improving student learning achievement at MAN 1 Kebumen has a positive impact on students because it creates high enthusiasm in learning in class and outside the classroom. Students at MAN 1 Kebumen must have enthusiasm in learning in class and outside the classroom because teachers always improve their abilities through training. From teacher interviews, teachers must always improvise in learning, therefore the impact of improvisation creates more interesting learning and more efficient student learning intensity. As conveyed by the teacher, "The impact of the existence of professional teacher competence is providing enthusiasm for learning to students and using innovative learning models". This finding is agreed with previous studies which reported that there is a relationship between teacher professional competence, learning facilities, and student academic achievement (Husain, Harefa, Cakranegara, Nugraha, & Hernaeny, 2022).

The Head of Madrasah also added that there was an increase in student achievement at MAN 1 Kebumen. This is proven by the acceptance of 92 MAN 1 Kebumen students in state universities without a test path. MAN 1 Kebumen teachers are enthusiastic in accompanying students during competitions and CPD to universities. That way, the school gets brilliant achievements. In addition, teachers are enthusiastic in carrying out learning in the classroom and outside the classroom because teachers always improve their abilities through training. From the results of interviews with Indonesian Language teachers, it was stated that teachers must always update their knowledge. Teachers who have Teacher Professional Education (TPE) can improvise more interesting learning (Ajani, 2022).

The impact felt by these students is obtained through the implementation of various strategies and methods carried out by teachers, so that students are happy and enthusiastic in following the lessons, and this will also affect students' interest in learning so that it can boost achievements in academic and non-academic fields. The impact of achievements achieved by MAN 1 Kebumen students with the management of teacher professional development is 168 academic and non-academic achievements achieved by MAN 1 Kebumen students in 2023 starting from O2SN sports competitions, religion, mathematics Olympiads, and so on. In addition, 92 students also excelled in the registration path to state universities without tests in the 2023/2024 SBNP.

CONCLUSIONS AND RECOMMENDATIONS

Professional competency management of teachers at MAN 1 Kebumen has an impact on student learning achievement as shown by the teacher's ability to manage the class, apply media well, student enthusiasm in learning, and increase student achievement both academic and non-academic. This research can be implied to policy makers to intensify and facilitate the process of teacher professional education. This is because certified teachers have proven an increase in student achievement in schools. Principals are also advised to motivate teachers continuously so that teachers follow a series of ongoing professional programs. This is for the success of students and schools.

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