

## STRENGTHENING TEACHER'S COMPETENCYS THROUGH PRACTICAL TEACHING PROGRAM

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**Abstract.** Teacher's competencys is the capability of a teacher to perform his duties and obligations properly and responsibly, the teacher as a facilitator, motivator, should have competence as stated in the constitution of the republic Indonesia that the competencies of teacher, are four aspect; Personality competence, pedagogic competence, social competence and professional competence. In this case, Students of the intensive program at the Al-Amien Islamic Institute are students who are equipped with various abilities, as a standard for graduates, one of them is a practical teaching program. In this program, all students of intensive program participate in the practical teaching program with various stapes. In this reaserch, will describe how is the teacher competencies formulated in the program as a form of strengthening teacher competencies in themselves. This research descriptive research qualitative approach, with data collection techniques through observation and interviews. The results of this reasearch are; 1) Practical teaching program is carried out in three weeks starting from the debriefing, experiments, and practical teaching program. 2) Each student is formulated in a group of 8-9 people with two tutors in each group. 3) the practicants maked daily lesson plans that are corrected by, class teachers, master teachers and tutors. 4) They are evaluated directly by tutors and their group members during practice. 5) They will repeat their practical teaching, if they do not do the predetermined categories as a teacher. 6)The strengthening of the four teacher competencies has been implemented in the practical teaching program.

**Keywords:** teacher's competencys, practical teaching.

### INTRODUCTION

Competence is an ability or skill, (Suprihatiningkrum, 2014), competence is a skill that must be possessed by someone in carrying out their profession. The meant of competence in this article is ability or skills possessed by a teacher in carrying out his profession, as stated in the law of the Republic Indonesia number 14 of 2005 concerning teachers and lecturers it is explained that competence is a set of knowledge, skills and behaviors that must be owned by a teacher and lecturer in carrying out their duties. This ability must be mastered, internalized and developed in carrying out their duties, so based on this explanation it can be concluded that teacher competence is a knowledge, ability and skill that must be owned by a teacher in carrying out his work (Mulyasa, 2013). The competence of a teacher can be interpreted as a set of knowledge, skills and attitudes in the form of action and full responsibility in carrying out their duties in education.

The development of a teacher's competence can be carried out with various trainings, formal and non-formal, and can be carried out by formal and non-formal institutions. At the Al-Amien Islamic Boarding School Institute (IDIA) is an institution that seeks to develop and instill a teacher's competence in their students, especially to prospective graduates, especially for students with intensive programs who live in Islamic boarding schools for 24 hours. Graduates from the intensive program are expected be able to teach in various institutions a form as internship teacher

formulated by the Islamic boarding school. Based on this, they are equipped with various training and programs to support the development of a teacher's competence in themselves.

## RESEARCH METHOD

This research used qualitative approach, field research. Thus, this research is qualitative descriptive analysis that means to understand the phenomenon experienced by research subject that described accurately and systematically based on reality. (Moleong, 2016) Data collection technique used are interview and observation, while the interviewee are grammar teachers and students. (Satori & Komariyah, 2017) The researchers do interview to the organizing committee to obtain the data needed in this research

## RESULT AND ANALYSIS

In the implementation of an education, should pay attention to children's behavior in learning, attitude and motivation. (Hatta, 2018) Competence is a knowledge of skills and basic values that are reflected in the form of habits, thinking and action. (Kunandar, 2007), According to Mulyasa, competence is rational behavior to achieve a goal that is required in accordance with expected conditions, which explains that competence refers to the ability in carrying out something obtained through education. Competence refers to rational performance or actions to achieve certain specifications in carrying out various tasks in education. (Mulyasa, 2013) In this case a prospective teacher must have a set of knowledge in order to form these habits within himself. A teacher's competencies include into four aspects as follow;

1. pedagogic competence,
2. personality competence,
3. social competence, and
4. professional competence. (Ramaliya, 2018)

Pedagogic competence is a teacher's capability in managing students which includes understanding insights or educational foundations in understanding students, curriculum development, lesson planning, implementation of educational learning, dialogue and evaluation of learning outcomes. Develop the students to actualize the various student's competencies.

The next competence is personality competence, personality abilities such as having a noble character, being wise, being a role model, evaluating the own work, developing and being religious. (Musfah, 2015).

Social competence is good social skill, able to communicate well, use technology, has a good relation with fellow educators, educational staff, guardians of students and fellow citizens politely.

Professional competence is a teacher expertise, master learning material broadly and deeply structured according to the method of applying good scientific concepts in everyday life. These competencies can be obtained through various processes including training, independent study or through formal education by utilizing various sources for learning. Teacher competence is a combination of personal abilities, scientific, social and spiritual technology which perfectly forms a standard competency for the teaching profession which includes 4 things, that are known as the four teacher competencies.

The development of these four competencies is reflected in a program that has been designated as one of the final class programs for intensive program students at the Al-Amien Islamic Education Institute, which is called practical teaching. These activities are structured with various steps as follows:

1. Theoretical briefing activities

This practical teaching activity begins with a theoretical briefing, with four kinds of theoretical stages; First, regarding learning methods and methods of teaching foreign vocabulary in several foreign language learning, whether English and Arabic. On this occasion, provided with

delivery of various learning methods. Second, how to make a lesson plan, a daily lesson plan. Third, material about the characteristics that must be possessed by a teacher. The participants in this program were briefed on the characteristics that a teacher must have, especially when learning proses, for example; the teacher must be neat, clean, sensitive to the state of students, and various other characteristics that must be possessed by a teacher. Fourth, the detailed learning steps and the method of criticizing the practitioner when carrying out practical teaching.

2. Writing lesson plans

Practical teaching participants are given the opportunity to make lesson plans in accordance with the material to be taught, in making the lesson plans practitioners receive direct guidance from tutors, master teachers and supervisors. The time for writing and writing guidance is given for about one week.

3. Simulation/practice of teaching

The committee appoints one person from the teaching practicum participants to carry out teaching practice in front of their friends, with a certain subject. The participants carried out various evaluations and criticisms of the teachers, as example to other friends before they were going to take the practical teaching tests. The participants wrote various evaluations and criticisms of the practitioners from various aspects as listed on the evaluation sheet.

4. Practical teaching exams/test

In the teaching practice test, each student does teaching practice with different material according to the lottery they take on the committee. They are given an evaluation and criticized directly by their group mates, tutor teachers, class teachers and group tutors, with the evaluation form as shown below..

General Teaching Method						Method of Writing							
01	To begin and to open the lesson	1	2	3	4	5	16	To write something on the blackboard	1	2	3	4	5
02	To motivate and to stimulate pupil	1	2	3	4	5	17	To order pupil to write what on the blackboard	1	2	3	4	5
03	To associate the element and parts of subject	1	2	3	4	5	18	To correct the mistake in writing	1	2	3	4	5
04	To take benefit from the fore knowledge of the pupil	1	2	3	4	5	<b>Method of The Vocabulary Enrichment</b>						
05	To use the several instruments of teaching	1	2	3	4	5	19	To explain the vocabulary meaning by teaching instrument	1	2	3	4	5
06	To tell the question/ to ask pupil	1	2	3	4	5	20	To explain the vocabulary meaning by using it in sentence	1	2	3	4	5
07	To respond the answer of pupil	1	2	3	4	5	21	To respond the answer of pupil about the vocabulary meaning	1	2	3	4	5
08	To encourage the diligent pupil	1	2	3	4	5	22	To stimulate pupil to conclude the vocabulary meaning himself	1	2	3	4	5
09	To remind the inadvertent pupil	1	2	3	4	5	<b>Method of The Applications</b>						
10	To punish the obstinate pupil	1	2	3	4	5	23	To tell several questions of vocabulary	1	2	3	4	5
11	To close the lesson	1	2	3	4	5	24	To order pupil to put vocabulary in several sentences	1	2	3	4	5
<b>Special Teaching Method</b>						25	To apply the several kinds of language drills (orally or in written)						
12	To tell certain sentence	1	2	3	4	5	<b>Method of The Applications</b>						
13	To pronounce the previous vocabulary	1	2	3	4	5							
14	To order pupil to pronounce the vocabulary	1	2	3	4	5							
15	To correct the mistakes in pronunciation	1	2	3	4	5							
<b>TOTAL</b>						<b>AVERAGE SCORE</b>							

The best sort : .....  
 The worst one : .....  
 General mark : .....

Signature of Critic, .....  
 (.....)  
 Full name

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The best sort : .....  
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 General mark : .....

Signature of Critic, .....  
 (.....)  
 Full name

Fig. 1. various evaluations and criticisms.

The participants wrote various evaluations and criticisms of practitioners from various aspects including criticism on subject, on method, on personality and, on language teaching. The various competencies instilled in the participants, as practitioners are required to teach as well as

possible through careful preparation. The various competencies reflected in these activities, include;

**First**, the development of pedagogic competence. Pedagogic competence which include management of the ability to manage a learning design and implementation of learning at least there are eight things that must be fulfilled in pedagogic competence, understanding insights, understanding of students, curriculum development, learning design, learning implementation, use of technology, evaluation of learning outcomes, and development of students. Pedagogic competence is also the mastery of characteristics, mastering the characteristics of students, from the physical, moral, social, cultural, emotional and intellectual aspects. (*PERATURAN MENTERI PENDIDIKAN NASIONAL REPUBLIK INDONESIA NOMOR 16 TAHUN 2007 TENTANG STANDAR KUALIFIKASI AKADEMIK DAN KOMPETENSI GURU*, 2007)

In carrying out this practical teaching, participants are guided to make lesson plans properly, participants are asked to conduct a survey in advance of their students to see the condition of their student's abilities, including looking students ranking based on the abilities in their class. the aim of it, being able to understand about students as the pedagogical competence. Practical teaching participants are trained to carry out learning well and evaluate student learning outcomes and if this is not done properly by the practitioner, the practitioner will receive evaluation, criticism from group members and from the tutors.

**Second**, personality competence, in personality competence the teacher must guide and foster his students, therefore he must be able to make himself a role model, (Ahmad, 2018) reflected in this practical teaching program shown in the form of attitude, how the teacher deals with students in class, carried out evaluation of the personality aspects of a teacher, so that he can show his best performance in front of students, be prudent, fair to all students and evaluate himself after carrying out practical teaching activities. Practitioner will be evaluated on how to behave towards students, and it will be criticized in language error use.

**Third**, social competence, the teacher must be able to follow the development of students as part of society, the teacher must be an active figure in the community. (Ahmad, 2018) for social competence, because the practical teaching program is carried out in the classroom, carrying out learning activities, in this competence, implemented by train the ability to communicate and use technology in learning, because this activity does not directly touch the community.

**Fourth**, professional competence, the professional competence of a teacher must really be able to master his profession, he must be willing to understand its functions because it has a very big influence on how to act in carrying out his daily duties at school and in society. in this practical teaching program is reflected in the practitioner's mastery of the learning material broadly, deeply and structured according to the method of applying good scientific concepts, because the practitioner receives direct guidance on the method of applying his scientific concept and in-depth mastery of the subject. The practitioner will receive criticism for the various mistakes he/she made, including the timeliness of learning hours.

The development of educational competencies continues to be carried out for prospective teachers, as an effort to improve the quality of education. Policies to improve the quality of education and teaching must always be pursued by various parties, the school government and other components involved in educational institution. The teacher as one of the components it has enormous duties and responsibilities because the future of these children is determined by quality teachers, who not only make students know how to understand the teaching materials provided but can make educated people who understand their role as individual and society.

The teacher is a profession that requires special skills as a teacher educator and trainer (M, 2015). Teacher competence is the main thing that must be maintained for its quality, as research has been conducted by M, Feralys Novauli about teacher competence in improving learning achievement at Public Middle Schools in the city of Banda Aceh, this research proves that

competence determines student learning achievement, whereas in schools that being result of the research, four competencies have been fulfilled by the teachers. The local Education is quite active in developing the quality of education, including selecting instructors for city-level subjects and forming core teacher's subject (M, 2015), one of the most important supports in creating outstanding students is competent and professional teachers. Professional status has received recognition, formally and informally.

Teacher competence is assessed as a professional description of whether or not an educator and even teacher competence have an influence on the success achieved by students.(Janawi, 2012) A good teacher, not only teaches, conveys knowledge to students, but also forms student's personality. The research done by As'adut Tabi'in on Teacher Competence in Increasing Learning Motivation in MTsn Pekan Heran Indragri Hulu, showing result that students' learning motivation in MTsN Pekan Heran is quite good because it is influenced by the good environment, teachers have many ways to be able in fostering the enthusiasm for learning of their students. (Tabi'in, 2016)

In learning, competence has many aspects that can support it, there are 9 characters that an ideal teacher must possess, firstly having high fighting spirit, quality of faith and piety, secondly developing himself in meeting the demands of the environment, science and technology development, thirdly working with various other professions, fourth, strong work ethic, fifth, having certainty of career development, sixth, having a high professional spirit, seventh, material and spiritual well-being, eight, insight into the future, ninth, being able to carry out its role in an integrated manner. (Gulton, 2022) Conceptually the competence of a teacher or the abilities possessed by a teacher must be indicated in three competencies, the first related to professionalism, the second related to personal, the third related to the environment or social (Gulton, 2022) The teacher is someone who carries out education in both formal and non-formal environments, is required to educate and teach which have an important role in the teaching and learning process to achieve the ideal goals of education, a person who can give a positive response to his students.(Hawi, 2014) as in the principles of teachers and lecturers in law number 14 of 2005 as professionals they should be able to fulfill the following things;

1. Have talent, interest, and idealism.
2. Have a commitment to improve the quality of education of faith, piety and noble character.
3. Have academic qualifications and educational background in accordance with the field and duties.
4. Have the necessary competence.
5. Have responsibility.
6. Obtain income that is determined according to work performance.
7. Have the opportunity to develop professionally ongoing basis.
8. Has a guarantee of legal protection
9. Has a professional organization that has regulatory authority. (Janawi, 2019)

## CONCLUSION

The results showed that;

1. The strengthening of the four teacher competencies has been implemented in the practical teaching program.
2. Practical teaching program is carried out in three weeks starting from the debriefing, experiments, and practical teaching program.
3. Each student is formulated in a group of 8-9 people with two tutors in each group.
4. The practicants maked daily lesson plans that are corrected by, class teachers, master teachers and tutors.
5. They are evaluated directly by tutors and their group members during practice.

6. They will repeat their practical teaching, if they do not do the predetermined categories as a teacher..

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