



Management of Teacher Professional Competence Improvement at MTsN 2 Palangka Raya City

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Abstract: Teachers are an essential element in the success of education. Therefore, the management of teacher professional competency improvement must be owned by a teacher. This study aims to determine the management of improving the professional competence of teachers at MTsN 2 Palangka Raya City. This research uses a case study descriptive method to get an overview of the management of improving the professional competence of teachers at MTsN 2 Palangka Raya City. The responses in this study were from the Head of the School, the Head of Administrative Affairs, and the Board of Teachers of MTsN 2 Palangka Raya City. The results of the study found that the management of increasing teacher professional competence carried out at MTsN 2 Palangka Raya City had been carried out based on management principles which included planning, organizing, implementing, and by regulations and guidelines regarding teacher professional competence, but there were still obstacles in efforts to increase professional competence teachers, including the low motivation of teachers in developing sustainable professionalism, especially in terms of making scientific papers and scientific publications. With the management of improving the professional competence of teachers, the number of publications will increase in the creation of scientific work at MTsN 2 Palangka Rata City.

Abstrak: Guru merupakan elemen penting dalam keberhasilan Pendidikan. Oleh karena itu, manajemen peningkatan kompetensi profesional guru wajib dimiliki oleh seorang guru. Penelitian ini bertujuan untuk mengetahui manajemen peningkatan kompetensi profesional guru pada MTsN 2 Kota Palangka Raya. Penelitian ini menggunakan metode deskriptif studi kasus untuk mendapatkan gambaran tentang manajemen peningkatan kompetensi profesional guru pada MTsN 2 Kota Palangka Raya. Respon dalam penelitian ini adalah Kepala Sekolah, Kepala Urusan Tata Usaha dan Dewan guru MTsN 2 Kota Palangka Raya. Hasil penelitian menemukan bahwa manajemen peningkatan kompetensi profesional guru yang dilaksanakan di MTsN 2 Kota Palangka Raya telah dilaksanakan berdasarkan prinsip manajemen yang meliputi perencanaan, pengorganisasian, pelaksanaan dan sudah sesuai dengan peraturan serta pedoman tentang kompetensi profesioanl guru, namun masih terdapat kendala dalam upaya peningkatan kompetensi profesional guru diantaranya masih rendahnya motivasi guru dalam mengembangkan keprofesian yang berkelanjutan terutama dalam hal pembuatan karya ilmiah dan publikasi ilmiah. Dengan adanya manajemen peningkatan kompetensi profesional guru maka pembuatan karya ilmiah di MTsN 2 Kota Palangka Rata akan bertambah jumlah publikasi.

A. Introduction

Education is the mandate of the founding fathers, who have a strong foundation based on the Unitary State of the Republic of Indonesia (NKRI). Management is a knowledge developed and applied in various organizational arrangements, both government, corporate, social, and educational institutions (Hidayatullah, 2021). Management is a series of activities to plan, organize, write, control, and develop all personnel in managing and using human resources, facilities, and infrastructure so that an organization's or institution's goals are achieved (Purnawanti et al., 2016). With the application of management science, organizations and institutions can achieve their goals effectively and efficiently (Ittihad, 2018). Thus, education and culture are the rights of every citizen, and the government's obligation to work on, organize and promote them as bearers of the state's mandate to serve their citizens (public service obligation) to protect, promote welfare, astonish and carry responsibility (Al Rasyid, 2015).

Education is the mandate of the founding fathers, who have a strong foundation based on the Unitary State of the Republic of Indonesia (NKRI). Management is a knowledge developed and applied in various organizational settings, government, corporate, social, and educational institutions (Hidayatullah, 2021). Management is a series of activities to plan, organize, write, control, and develop all personnel in managing and using human resources, facilities, and infrastructure so that an organization's or institution's goals are achieved (Purnawanti et al., 2016). With the application of management science, organizations and institutions can achieve their goals effectively and efficiently (Ittihad, 2018). Thus, education and culture are the rights of every citizen, and the government's obligation to cultivate, organize and promote them as bearers of the state's mandate to serve their citizens (public service obligation) to protect, advance welfare, astonish and carry responsibility (Al Rasyid, 2015).

According to BSNP, eight standards were developed and established to measure, evaluate and assess the quality of education. The results will become a reference for developing education quality improvement programs. Considering the very diverse conditions of national education, the SNP is, of course, not for uniformity but rather to accommodate diversity so that education remains at quality standards so that each academic unit has the same opportunity to get a quality education (Haryanto & Indarto, 2020). Graduate Competency Standards are qualifications for graduates' abilities which include attitudes, knowledge, and skills; The standard of educators and education is the criteria for pre-service education and physical and spiritual eligibility, as well as for position education; Facilities and infrastructure standards are national education standards relating to the minimum criteria for study rooms, training areas, places of worship, libraries, laboratories, workshops, playgrounds, places to be creative and creative, as well as other learning resources, which are needed to support the learning process, including the utilization information and communication technology (A'yun & Fauzi, 2021).

Management Standards are national education standards related to planning, implementation, and supervision (Saihu, 2020). Educational activities at the education unit,

district or city, provincial or national level to achieve efficiency and effectiveness in the administration of education; Financing standards are standards that regulate the components and operational costs of academic units that are valid for one year; and educational assessment standards are national education standards relating to mechanisms, procedures, and instruments for assessing student learning outcomes (Sari et al., 2022). Therefore, an essential point in the management of education by the government from time to time refers to improving the quality of education at all levels of education (Burhanudin et al., 2018).

For this reason, the government has carried out various innovations in the national education system and process (Zaini & Syafaruddin, 2020). Unfortunately, it turns out that educational problems still exist due to developments and the demands of the times. The government, in this case, the Ministry of Education and Culture, acknowledges that there are still several problems in education management, including (1) educational equity, such as the problem of the slow development of facilities and infrastructure in regions, especially in remote areas; (2) educational relevance, because the curriculum is not yet relevant to the demands of the world of work and IT advancements, even though the government has launched the STEAM (Science, Technology, Engineering, Art and Mathematics) program for online learning; (3) The quality of education, as the quality of education in Indonesia is still low (Rohman, 2017). The success of managing education is solid on the awareness of all parties. Educational institutions must develop their own approach to quality and show the public that they can also provide consistent quality services (Syarifullah, 2020). The new awareness of this quality has now reached education; educational institutions are asked to develop their approach to quality and need to demonstrate to the public that they can provide consistent quality services (Hidayatullah, 2021).

Based on the facts above, problem after problem in education management will always exist, and solutions must be explored individually, only allowed to drag on once they pile up (Wachidi et al., 2020). One solution, besides being guided by the concepts and theories of experts, interested parties or stakeholders need to increase their awareness by paying attention to the state of education and, specifically, the surrounding environment (Yamin et al., 2020). Especially attention to the quality of learning carried out by teachers as the main subjects and education staff who help serve so that the learning process runs with quality and according to expectations (Surur & Roziqin, 2021).

The presence of the campus as the bearer of the Tri Dharma of Higher Education is needed to improve the quality of education at all levels. The problem that educational institutions often need help with is management (Zaqiah et al., 2018). Therefore, research-based community service is carried out by students of the Postgraduate School of Education Sciences, Islamic Nusantara University Bandung, using the Service Learning method. This method is carried out by assisting in how to use management to increase teachers' professionalism. In this community service, strengthening is also carried out for teachers who already understand implementing the competencies they have (Saputro & Murdiono, 2020).

This mentoring and strengthening activity in community service provides service learning for teachers in various circles according to the teacher's abilities (Zaqiah et al., 2018). The focus of this community service is related to assisting and strengthening the implementation of community service for teachers in increasing teachers' abilities in using online media for learning. This community service activity aims to improve the strategy and implementation of increasing teacher abilities regarding professionalism and competence (Nasution & Albina, 2022). Therefore, mentoring is carried out for teachers to have good skills in increasing competence and professionalism so that quality learning activities are realized (Saputro & Murdiono, 2020).

This study aims to find out, obtain information and analyze the Management of Teacher Professional Competency Improvement at MTsN 2 Palangka Raya City, which includes: (1) To identify and help analyze planning for teacher professional competency improvement at MTsN 2 Palangka Raya City. (2) To find out and help analyze the organization of improving the professional competence of teachers at MTsN 2 Palangka Raya City. (3) To find out and help analyze the implementation of teacher professional competency improvement at MTsN 2 Palangka Raya City. (4) To determine and help analyze the increase in teacher professional competence at MTsN 2 Palangka Raya City. (5) To find out and help analyze the obstacles to increasing teacher professional competence at MTsN 2 Palangka Raya City. (6) To provide solutions to increase the professional competence of teachers at MTsN 2 Palangka Raya City.

B. Method

The research method used is the descriptive method. The first objective of the descriptive research method is to describe the research at the initial stage, describe the findings based on the data analyzed, and then do the research in detail. Descriptive research seeks to describe the object or subject being studied in depth, breadth, and detail (Tambak & Sukenti, 2020). Descriptive research methods are used to solve or answer problems by collecting data, classification, analysis, conclusions, and reports (Husnaini et al., 2020). This method is done by describing or describing the data that has been collected. The steps in the research can be seen in the picture below.

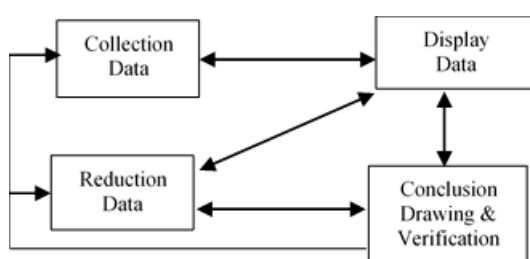


Figure 1. Flowchart Components in Data Analysis

The research location or community service was carried out at MTsN 2 Palangka Raya City, with research subjects including 1) the Head of MTsN 2 Palangka Raya City, 2)

the Head of Administrative Affairs MTsN 2 Palangka Raya City, and 3) the Board of teachers at MTsN 2 Palangka Raya City.

There are several techniques used by researchers in collecting data, namely: the research team, in collecting data through interview techniques using the FGD method, took several informants along with the subjects to be explored to complete the data, including 1) Head of MTsN 2 Palangka Raya City 2) Head of Affairs Administration of MTsN 2 Palangka Raya City; and 3) Board of teachers at MTsN 2 Palangka Raya City. Some of the information that the researcher will extract from the participants is as follows:

- Planning to increase the professional competence of teachers at MTsN 2 Palangka Raya City.
- Organizing teacher professional competency improvement at MTsN 2 Palangka Raya City.
- Implementation of increasing the professional competence of teachers at MTsN 2 Palangka Raya City.
- Increasing the professional competence of teachers at MTsN 2 Palangka Raya City.
- Obstacles to increasing teacher professional competence at MTsN 2 Palangka Raya City.
- Solutions for increasing the professional competence of teachers at MTsN 2 Palangka Raya City.

The object of observation or observation in this study is the condition of MTsN 2 Palangka Raya City, including the availability of infrastructure and various objects that can be observed. Observations made while carrying out active activities in the madrasah environment. Documentation techniques are used to obtain data that cannot be obtained by interview or observation techniques. The results obtained from the documentation technique are in the form of AKG documents, PKKM assessment results, PK Teacher attendance, learning journals, teacher education administration, teacher SKP for ASN teachers, photos of teacher coaching, official meetings, and minutes of meetings related to teacher development.

Data Analysis Technique

In qualitative research, what the researcher needs to do is make field notes, select data that is important to support the arguments in the research report, and look at the relationships between the data that has been collected (Tambak & Sukenti, 2020). There are four models of analysis in qualitative research. The four analysis models are data collection, data reduction and categorization, data display, and conclusion drawing.

Data collection

As a researcher, what must be done at this stage is to collect all field notes based on the questions asked. How to collect qualitative data using observation, in-depth interviews, document review, and focus group discussions (Muslim, 2020).

Data Reduction and Categorization

As the name implies, reducing data means choosing which data are relevant to strengthen research reports. According to (Adilah & Suryana, 2021), data reduction is a selection process focusing on simplifying, abstracting, and transforming raw data that emerges from field data. For this reason, it is necessary to reduce the data because, in general, there is a lot of qualitative data, especially from the results of interviews and observations, after data reduction, next to data categorization. The data can be categorized according to the need to answer research questions.

Display Data

At this stage, the researcher is primarily involved in presenting or displaying the data collected and analyzed previously, bearing in mind that qualitative researchers compose many narrative texts. The display is a format that presents information thematically to readers (Apriyani & Rachmi, 2020). Qualitative research is usually focused on the words and actions of people that occur in specific contexts. The context can be seen as an immediately relevant aspect of the situation in question and a relevant aspect of the social system in which one functions (classroom, school, department, family, agency, local community) as an illustration can read.

The presentation of the data is directed so that the resulting data is organized and arranged in a relationship pattern to make it easier to understand and plan further research work. In this step, the researcher tries to compile relevant data so that it becomes information that can be concluded and has a specific meaning. The process can be done by displaying data and making connections between phenomena to make sense of what happened and what needs to be followed up to achieve research objectives. Presentation of good data is essential to achieving an accurate and reliable qualitative analysis.

Conclusion Drawing

After carrying out the data processing stages above, the next thing you have to do is conclude. The conclusion you write should include important information in your research outline. The conclusion must also be written in a language that is easy for readers to understand and not convoluted. The next step is drawing conclusions based on the findings and verifying the data (Sinambela et al., 2016). As explained above, the initial conclusions are still temporary and will change if the evidence supports the following data collection stage. The process of obtaining this evidence is known as data verification. Suppose the conclusions put forward at the initial stage are supported by solid evidence in that they are consistent with the conditions found when the researcher returns to the field. In that case, the conclusions obtained are credible (Adawiah, 2019).

The researcher's verification step should still be open to receiving data input, even though the data is classified as meaningless. However, researchers at this stage should have decided between meaningful data and unnecessary or meaningless data.

Data that can be processed in further analysis, such as valid, weighted, and strong, while other data that is not supportive, weak, and deviates far from the norm must be separated. The quality of data can be assessed through several methods, namely:

- Checking the representativeness or representativeness of the data
- Checking the data from the influence of researchers
- Checking through triangulation
- Weighting evidence from reliable data sources
- Make comparisons or contrast data
- Using extreme cases realized by interpreting harmful data.

By confirming the meaning of each data obtained using one or more methods, it is hoped that researchers will obtain information that can be used to support the achievement of research objectives. The conclusion of qualitative research is expected to be new findings that have never existed.

C. Result and Discussion

Result

Planning for Teacher Professional Competence Improvement at MTsN 2 Palangka Raya City

Based on planning findings to increase teacher professional competence at MTsN 2 Palangka Raya City, based on the results of interviews, observation, and documentation studies starting with the management principles of MTsN 2 Palangka Raya City in improving teacher professionalism. In order to achieve madrasa goals, Islamic education institutions have the authority to regulate and manage four main things: curriculum management, human resource management, student management, financial management, and management of madrasah infrastructure. According to the researchers, these four things are directly related to increasing teacher professionalism.

Furthermore, in planning to increase the professionalism of teachers, the Head of MTsN 2 Palangka Raya City always involves the madrasah academic community, including involving teachers in determining future programs or plans. Besides that, the head of the madrasa also allows teachers to convey their aspirations and opinions. In addition to referring to and based on the vision, mission, and objectives of the madrasa, the planning process carried out by the head of the madrasa is based on a needs assessment to streamline and find out the desired prospective teachers according to needs such as class development, and developments in science and technology.

Planning carried out by MTsN 2 is one of the components of management and an organization, including schools. Teacher professional development is something that must be adequately planned by the madrasah and consider various aspects. Teacher professional development should be carried out by schools so that they are flexible in managing their human resources. Madrasahs and teachers must work collaboratively to determine the type of development that suits their needs. Lesson planning is needed as a tangible manifestation of teacher professionalism because it is a must that teachers pass in learning in education.

This lesson plan is essential as a guide for a teacher to direct students to study well (Purbonuswanto & Mariah, 2012). A good teacher will always plan his learning activities, so there is only one reason to teach in class with a lesson plan (Roosmawati et al., 2022).

Organizing Teacher Professional Competence Improvement at MTsN 2 Palangka Raya City

Based on the findings, the aim of organizing what was carried out at MTsN 2 Palangka Raya City was so that the division of tasks could be carried out with full responsibility. With the division of tasks, it is expected that each member of the organization can improve their skills specifically (specialization) in handling assigned tasks. If the organization is carried out haphazardly, not by one's area of expertise, it is possible that it can cause failure in carrying out work. Furthermore, based on the results of observations on organizing learning, it is an action taken by the teacher to prepare the learning process so that it can run smoothly, effectively, and efficiently. In organizing learning, some stages must be passed by a teacher, both stages before entering class and while in class. At the planning stage, a teacher must formulate essential things to foster student learning motivation because motivation is the most critical aspect of the learning process. At the implementation or implementation stage, the teacher carries out the learning process by what has been planned. To measure the extent to which the level of ability and success of students in learning achievement, a learning evaluation is held for this purpose. From the evaluation results, the teacher can find out what needs improvement in the learning process, especially in motivating student learning.

The teacher is a noble profession and an essential aspect of education because it is necessary to improve the quality and welfare of his life. A teacher must have four competencies as required by Law Number 14 of 2005: pedagogic, professional, personality, and social competencies. In order to improve the quality of teachers, these four competencies must be considered. Improving the quality of teachers can be carried out through the development of professionalism in the form of seminars and workshops, as well as those carried out online through social media. In addition, to answer the challenges in the digital revolution era, teachers also need to improve their skills in using digital technology to improve the quality and attractiveness of learning. Providing educator certification and teacher certification allowances can also improve teacher quality. In addition, teachers also need to be encouraged to improve their ability to research and use English. In the end, all these efforts require the government's role as a decision-maker to encourage teacher quality improvements, which will impact the quality of human resources.

The implementation of teacher professional development should be implemented by both schools and organizations such as the MGMP association. Referring to the results of the research state that the best PD organizers are teachers. Thus, teachers should play an active role in professional development activities (Mawarni & Suntoro, 2020). This is closely related to what the teacher needs knowledge and skills to improve the quality of the learning.

Implementation of Teacher Professional Competency Improvement at MTsN 2 Palangka Raya City

Based on the findings, the implementation of planning at MTsN 2 Palangka Raya City has been running as it should, where the process of preparing plans through deliberations involving all components of the madrasa (madrasah committee, administrative affairs, and teachers), which then gives trust to the team to compile and determine on a madrasah committee meeting. As stated above, the meaning that arises from the decision-making behavior is that decision-making is carried out in a consultative, participatory, and deliberative manner. Teaching and learning activities are the core of the educational process at MTsN 2 Palangka Raya City. The teacher acts as the leading implementer and developer of the curriculum in madrasas. Thus understanding the curriculum up to the implementation strategy is very important. Even though the teacher carries out learning activities in the classroom/laboratory/field, the institution's role is significant, from planning and coordinating implementation to evaluating.

MTsN 2 Palangka Raya City shows high commitment and focus on curriculum development and teaching and learning activities in their madrasah, of course, will pay great attention to the level of competence of the teacher, as well as always try to facilitate and encourage teachers to continuously improve their competence, so that activities teaching and learning can run effectively and efficiently. The Ministry of National Education has generally planned and developed the national curriculum at the central level. Therefore, at the madrasah level, the most important thing is realizing and adapting the curriculum to learning activities. In addition, madrasas are also tasked and authorized to develop curricula according to the needs of the local community and environment. The current curriculum is the 2013 curriculum. In this curriculum, there is an opportunity for madrasas to develop a standard curriculum from the government according to the needs and circumstances of local students.

Teacher Professional Competence Improvement at MTsN 2 Palangka Raya City

Based on the findings of improving the professional competence of teachers at MTsN 2 Palangka Raya City, the forms of improvement or development of the teaching profession are broadly carried out by:

Improving the teaching profession individually. Improving the teaching profession individually can be achieved through the following:

- Improvement through teacher upgrading and training
- Improvement of the profession through self-study: In this case, the teacher chooses the books that are suitable for his interests to study on his own.
- Promotion of the profession through the mass media: Mass media such as television, newspapers, and magazines sometimes broadcast the meaning of groups of knowledge or skills that are important to learn

Improving the teaching profession through professional organizations

Professional organizations are organizations/associations that have specific ties to one type of expertise. The impact on students if the teacher does not master the required competencies coupled with a lack of ability to use ICT is:

- Students are only equipped with outdated competencies, so the products of the education and learning system are still being prepared to enter the ever-changing world of real life.
- Learning organized by the teacher is also not conducive to achieving goals in a playful, creative, effective, and fun way because it needs to be supported by modern and reliable learning technology.

As an effort to improve teacher competence in the context of realizing professional teachers at MTsN 2 Palangka Raya City, teachers can master the fields of study being taught, namely:

- Mastering the characteristics and substance of the field of study being taught, developing the concept of the field of study being studied, mastering the linkage of the concept of the field of study being taught to other relevant scientific concepts, mastering the study material of the field of study being taught by adjusting the substance of the field of study to the demands of the curricular space.
- Understanding of students, namely understanding the characteristics of students and their stages of development in the intellectual, personal, spiritual, and social aspects and their role in optimizing the development and learning of students.
- Mastery of the basic principles of the education and learning process and their application in the planning, implementation, assessment, and development of educational learning processes.
- Personality development, namely the development of personality values as an educator who has noble character by religious and societal norms so that he becomes a role model for students.

Constraints on Teacher Professional Competency Improvement at MTsN 2 Palangka Raya City

Based on the findings, the various obstacles that cause teachers' problems in increasing their competence include limited time, effort, and costs owned by teachers, lack of interest and knowledge about their competencies, and lack of facilities and infrastructure owned by madrasas. The role and duties of the teacher have developed in line with the times. Being a teacher in this era differs from being a teacher ten or fifteen years ago. Increasing student needs must be met in the classroom, and curricula are constantly changing. Demands for innovation and reform are also increasing. In addition, teacher responsibilities are also increasingly diverse, from taking time to consult parents and communicating with colleagues to teaching development. These changes certainly impact the teacher, who was originally only a job, to become a professional, which is one of the centers in education.

Solutions for Teacher Professional Competence Improvement at MTsN 2 Palangka Raya City

From the findings regarding solutions to increase the professional competence of teachers at MTsN 2 Palangka Raya City, teachers play a role in the success of education. Teachers should be provided with qualified education both pedagogically. By the particular science, they are practicing. For example, an English teacher, of course, must master the field of English and also how to teach it. It is stated that teachers are professional educators whose main task is to educate, teach, guide, direct, train, assess, and evaluate students in early childhood education through formal, primary, and secondary education. A professional is a job or activity carried out by a person. It becomes a source of income for life that requires expertise, skills, or skills that meet specific quality standards or norms and requires professional education. Thus, to carry out the teaching profession, education and training are needed before teachers go into the field to carry out their duties.

Solutions to overcoming obstacles to increasing teacher competence at MTsN Palangka Raya City can be done through tiered training, exceptional training, and short training organized by P4TK and LPTK as an alternative strategy to increase teacher professionalism. In tiered training, the material and levels are arranged in stages based on the difficulty level and type of competency. Meanwhile, short courses at TTIs or other educational institutions are intended to train and improve teacher competence in several abilities, such as conducting classroom action research, compiling scientific work, planning, implementing, and evaluating learning, and so on.

Another strategy is coaching by schools and allowing teachers to continue their education. Internal coaching is carried out by school principals and teachers who have the authority to coach through service meetings, teaching rotations, giving additional internal assignments, and discussions with colleagues. Regarding further studies, many programs provide opportunities and scholarships for teachers to continue their studies at the Masters or Doctoral level. Another solution that can be added is encouraging teachers to attend scientific seminars and forums organized by various universities and institutions. Activities like this are essential for updating teacher knowledge, both pedagogical and scientific knowledge. Many scientific forums invite teachers and lecturers to present research results and conceptual papers so that in this kind of forum, teachers can share and obtain new ideas for organizing quality learning. The obligation to participate in scientific forums and activities of this kind should also be made one of the provisions in the law and a requirement for obtaining teacher certification.

Discussion

Planning for Teacher Professional Competence Improvement at MTsN 2 Palangka Raya City

Careful planning helps realize exemplary implementation, such as teacher competency and professional planning. Good planning is half of success in the management and implementation of education. A good plan will formulate what goals and objectives to

achieve. Without planning, the learning process's implementation will experience obstacles, difficulties, and even failure.

A teacher, in carrying out his duties, is obliged to plan and prepare all learning tools called teacher administration, which consists of; syllabus, lesson plan, prota, prosem, mapping of themes/sub-themes, KI, and KD, KKM, academic calendar, lesson schedule, attitude assessment, knowledge assessment, skills assessment, teacher handbook, and student handbook.

Organizing Teacher Professional Competence Improvement at MTsN 2 Palangka Raya City

Organizing is an activity of division of labor and work specifications that must be carried out to achieve goals. Besides, organizing is a continuous managerial process that must be adjusted to various changes. So that the teacher must be able to adjust the strategy he has prepared so that the goals set by the school can be achieved effectively and efficiently. Organizing is essential in every organization, including schools which will create a comfortable place and working atmosphere by the principle "the right man on the right job and the right place and the right goal".

Organizing as an educational administration function is the main task of the principal in carrying out the division of tasks, authority, and responsibilities based on the talents, skills, and expertise of its members to create an integrated, synergistic, harmonious, and cooperative relationship of Man, Money, Materials, Machines, methods, and Markets in achieving the vision, mission and goals of the madrasah.

Implementation of Teacher Professional Competency Improvement at MTsN 2 Palangka Raya City

The quality of education and teacher professionalism are interrelated, so the two cannot be separated, especially in achieving educational goals. One that influences the quality of education is teacher professionalism because the teacher determines the success and failure of a learning process, which will affect students' future.

Indicators of professional teacher success can be seen from the quality of the process and students' learning outcomes, where this is already a teacher's responsibility. In line with that, the level of teacher professionalism can be marked from the level of mastery of the complete figure of competence as well as the teacher, both academically and in its application in the authentic context of providing services to students (teachers and prospective teachers) who are their responsibilities. Another indicator that can be used as a measure of the level of professionalism of teacher educators is the satisfaction of teachers/prospective teachers for whom they are responsible, which is reflected in the quality of the process and learning outcomes of these teachers and prospective teachers.

Teacher Professional Competency Improvement in MTsN 2 Palangka Raya City

Teachers are required to have teacher competence, including pedagogic competence, personal competence, social competence, professional competence, and leadership competence. One competency that is no less important than other competencies is professional competence, where a teacher as a professional must be competent when applying several concepts and also demonstrate his work skills both in the school environment and outside of school and be able to interpret the experiences he has with the aim that performance of the teacher can be effective and efficient. Professional competence can be used as a forum for teachers to improve their quality.

The implications of the realization of professional work must be supported by the existence of a professional spirit from within a person, namely by having an attitude or mental behavior that is always motivating in the realization of being a professional teacher. The teacher plays a significant role in the learning process to help students achieve the goals set from the start and is responsible for the success or failure of a teaching program. A professional teacher must have several provisions, namely, of course, must be an expert in the field being lived, physically and mentally healthy, and must also have a good personality.

Obstacles to Increasing Teacher Professional Competence at MTsN 2 Palangka Raya City

The job demands of a teacher today are getting more challenging and complex. It is not enough to have educational qualifications or hold a bachelor's degree in education, master specific disciplines or various disciplines, and teach or transfer them to students. In the past, the job of being a teacher could be done by anyone who was able to understand the contents of the textbook, explained the contents of the textbook to students and asked students to take notes according to the teacher's explanation, and gave additional tasks for students to do at home.

Today, a teacher is required not only to have an academic qualification of a bachelor of education but also competence and educator certificates by the requirements for each particular type and level of education. This requirement requires a teacher to carry out his duties and work as a teacher professionally and responsibly.

Solutions for Increasing Teacher Professional Competence at MTsN 2 Palangka Raya City

Some efforts that can be made to improve teacher professionalism are by supervising supervisors and continuously improving discipline, providing adequate facilities to support the learning process, holding meetings between principals and teachers, and conducting upgrading, seminars, and training (workshops).), conducting visits between schools to find out the knowledge and experience of other school teachers, and conducting research related to the field of education by looking at educational problems that still need problem-solving. Efforts to increase teacher professionalism can be carried out by conducting training on the use of technology. Currently, teachers as professionals must have the ability to use technology so they are included and can compete with other teachers.

D. Conclusion

The management of increasing teacher professional competence at MTsN 2 Palangka Raya City has been carried out based on management principles, including planning, organizing, and implementing, and is by regulations and guidelines regarding teacher professional competence. However, there are still obstacles to increasing teacher professional competence, including low motivation in developing sustainable professionalism, especially in making scientific papers and publications. The specific conclusions are (1) Planning to increase the professional competence of teachers is carried out formulated by referring to the vision and mission of the Madrasa, deliberations of the head of the madrasa with the teacher council, there are still weaknesses in the formulation of planning objectives which have not explicitly formulated plans in terms of increasing teacher competence and professionalism. In addition, several resources become obstacles in planning to increase teacher competency and professionalism. Namely, teachers are preoccupied with many educational administration, time constraints, and teaching abilities that differ from one another. (2) Organizing to improve teacher competence and professionalism is carried out by dividing tasks and workloads and other additional tasks assigned to teachers. However, teachers' motivation to join professional teacher organizations still needs to be higher, and teachers are not actively involved in teacher organizations such as MGMP or PGRI. (3) The implementation of improving the competence and professionalism of teachers is carried out based on the guidelines for Continuing Professional Assessment (PKB), including Self-Development (PD), Scientific Publication (PI), and Innovation Work (KI). However, not all teachers carry out PKB efforts, so this impacts increasing teacher competence and professionalism. (4) The increase in teacher professional competence carried out by the MTsN 2 City of Palangka Raya is based on several guidelines including PK Teachers, Continuing Professional Assessment (PKB), and encouraging teachers to improve self-development. However, not all teachers have the same ability to improve professional competence due to differences in educational background, teaching experience, motivation, and available staff and time. (5) Constraints in teacher professional competence are faced with various situations and circumstances, including financing, individual teacher background, time availability, and workload experienced by teachers in efforts to achieve professional competence. (6) Madrasahs can make solutions to increase professional competence by implementing self-development efforts through training in the workplace and providing opportunities for teachers to participate in the activities of teacher organizations such as MGMP, PGRI, and teacher collective work communities and involving teachers in education and training activities, the commitment of the madrasah head to efforts to increase teacher professional competence.

Suggestions for further research are (1) Encouraging operational and technical policies towards professional development and teacher competency at all levels. (2) Provide information related to efforts to improve the professionalism and competence of teachers. (3) Providing training and self-development services to improve teachers' professionalism and competence. (4) Facilitating outstanding teachers and involving teachers in competency

both on a local and national scale. (5) Madrasa Superintendent Office of the Ministry of Religion of Palangka Raya City. (6) Carry out coaching in the form of academic supervision so that efforts to improve teacher professionalism and competency can be achieved. (7) Providing encouragement and motivation that can open thoughts and insights for implementing learning and teacher quality individually and collectively and (8) Playing a role in accompanying teacher collective activities in the teacher organization in the MGMP.

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