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**ANALYSIS OF PROFESSIONAL COMPETENCIES IN IMPROVING  
TEACHER PERFORMANCE IN MADRASAH TSANAWIYAH NEGERI  
(MTsN) BARRU BARRU DISTRICT**

*Sukmiah*  
*sukmiah@algazali.ac.id*  
*STIA Al Gazali Barru*  
*Rahmi Rais*  
*rahmi@algazali.ac.id*  
*STIA Al Gazali Barru*  
*Yunita*  
*STIA Al Gazali Barru*

**ABSTRACT**

*This research aims to determine: professional competence in improving teacher performance at MTsN Barru, Barru Regency and factors that influence professional competence in improving teacher performance at MTsN Barru, Barru Regency. The research method used is a qualitative research method. Data sources are primary data and secondary data. Data collection techniques were obtained by observation, interviews and documentation. As well as data analysis techniques including the stages of data reduction, data presentation, and drawing conclusions. The results of this research show that professional competence can improve teacher performance at MTsN Barru Barru Regency and has been running well but is not yet optimal, one indication is that there are still some teachers who have not carried out their duties well, discipline is still lacking and responsibility still needs to be increased.*

**Keywords:** *Professional Competence, Performance, Teacher*



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## **A. INTRODUCTION**

The era of globalization, which is marked by competition for the quality of human resources, demands that all parties in various fields continue to improve their competence, including in the field of education. In carrying out its activities, an organization will always be faced with humans as a dynamic resource and have the ability to continue to develop, where the development of humans as a workforce will affect the stability and continuity of the organization. One way to improve the quality of human resources is through the education sector.

Based on Government Regulation (PP) Number 19 of 2005 concerning National Education Standards, this is the implementation of the provisions of Article 35 paragraph (4), Article 36 paragraph (4), Article 37 paragraph (3), Article 42 paragraph (3), Article 43 paragraph (2), Article 59 paragraph (3), Article 60 paragraph (4), and Article 61 paragraph (4) of Law Number 20 of 2003 concerning the National Education System.

This Government Regulation is intended to encourage managers, organizers and educational units to improve their performance in providing quality educational services, as well as as software to encourage the realization of transparency and public accountability in the implementation of the national education system. According to Gilley and Egglan (Martinis Yamin and Maisah, 2010: 2) competence is the ability that a person has that allows him to fill a role. Meanwhile, according to Mc Ashan (Mulyasa, 2011: 34), competence is defined as the knowledge, skills and abilities that a person has mastered that have become part of him so that he can carry out cognitive, affective and psychomotor behaviors as well as possible. More specifically, as stated in Law no. 14 of 2005 in a quote (Titiek Agustinari 2012:14) concerning Teachers and Lecturers which states that competency is a set of knowledge, skills and behavior that must be possessed, internalized and mastered by teachers or lecturers in carrying out professional duties.

Teacher competency standards are developed based on main competencies, namely: pedagogical competency, personality competency, social competency and professional competency, where these four competencies are integrated in teacher performance. Education is a conscious effort to prepare students through guidance, teaching and/or training activities for their roles in the future (NPC Law No. 20 of 2003). Without intending to minimize the contribution of other components, the educational staff or teacher component is one of the most essential factors in determining the quality of students. Teachers are one of the elements in the field of education that must play an active role and position themselves as professionals in accordance with the growing demands of society.

Teachers are not only teachers who transfer knowledge, but also as educators who transfer values as well as mentors who provide direction and require students to learn. The completeness of the number of teaching staff and the quality of these teachers will influence the success of students in learning which will lead to improving the quality of education. Teachers are required to be professional in carrying out their duties. In an effort to create professional teachers, the government has made regulations regarding the requirements to become a teacher. In article 8 of Law no. 14 of 2005 in a quote (Titiek Agustinari 2012:2) concerning teachers and lecturers states that teachers are required to have academic qualifications, competencies, educational certificates, be physically and spiritually healthy, and have the ability to you to realize national education goals. However, in reality there are still very few teachers who meet these requirements. Based on Government Regulation (PP) Number 74 of the Year 2008 teachers, it was stated that one of the competencies that teachers must have is professional competence.

Adequate work discipline is a person's awareness and willingness to comply with all organizational regulations and applicable social norms. Discipline is essentially the ability to control oneself in the form of not carrying out an action that is contrary to something that has been determined. Research conducted by Suparno and Sudarwati (2014) states that work discipline can be a benchmark for a person's performance. Therefore, to improve teacher performance, work discipline needs to be improved through each teacher in carrying out their duties. Law No. 14 of 2005 Chapter IV

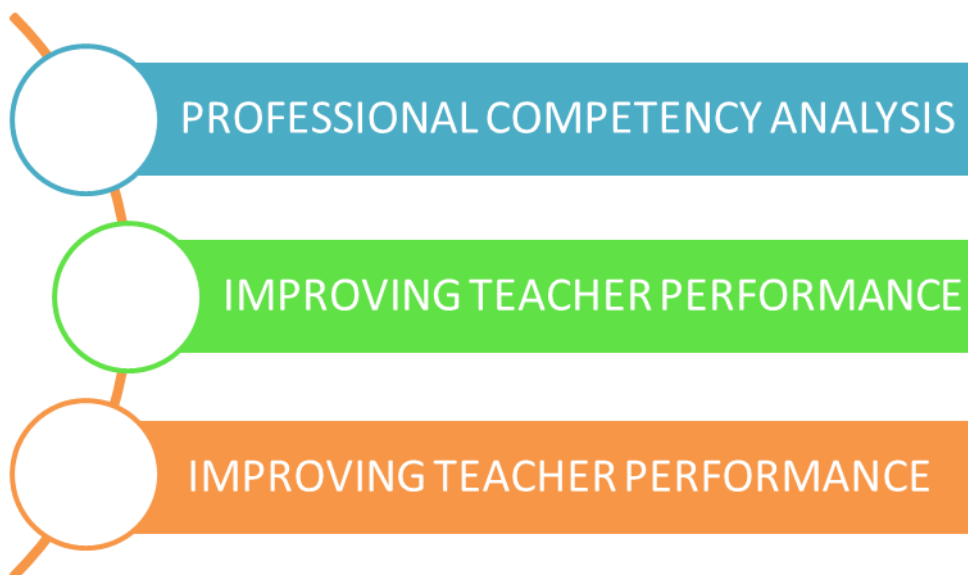
Article 20 concerning Teachers and Lecturers states that teachers' work performance standards are in implementing a quality learning process as well as assessing and evaluating learning outcomes. The main tasks of teachers which are realized in learning activities are a form of teacher performance at MTsN Barru. Improved performance will affect the quality of the output or output of the graduates.

So to improve teacher performance, it needs to be supported by various parties. There are many factors that influence the performance of teachers at MTsN Barru, some of which come from within the teachers themselves, such factors as the teacher's competence, work enthusiasm, work motivation, lack of work discipline and so on. If these factors meet the good criteria, then it is strongly believed that the performance of the teacher himself can be said to be good too. On the other hand, if the factors If the teacher does not meet the criteria, it can be ascertained that the teacher's performance is very poor. Based on the initial survey, it is known that the professional competence of teachers at MTsN Barru, Barru Regency is not yet optimal, one indication is that there are still teachers who arrive late at school, causing lesson activities to be disrupted, teachers who are less enthusiastic about delivering the material, causing the material to become monotonous, limited media. learning makes learning activities less varied. Based on the background, there is a relationship between mastery of professional competence and teacher performance. Based on these reasons, researchers are interested in researching this problem with the title "Professional Analysis of Professional Competencies in Improving Teacher Performance at MTsN Barru, Barru Regency".

### **C. RESEARCH METHODS**

In this research, according to the research objectives, the type of research used is qualitative research, which is limited to efforts to reveal a problem or situation or event as it really is so that it is simply to reveal facts and provide an objective picture of the actual situation of the object being studied. in the form of numbers or qualitative data that are not quantified (2016:14). Qualitative data is data from verbal explanations that cannot be analyzed in the form of numbers or figures. Data source a. Primary data Primary data is data obtained by field surveys using all original data collection methods.

The informants for this research are teachers and Madrasah leaders b. Secondary data  
 Secondary data is data that has been collected by data collection institutions and published to the data user community. In this case, the data was obtained from various literature and other sources.



**Figure 1** Research Flow Framework

#### **D. RESEARCH RESULTS AND DISCUSSION**

In this section, the results of research analysis will be presented regarding the findings that the author obtained in the field through observations and interviews. This data is analyzed qualitatively, grouped based on the variables that will be discussed operationally, namely analysis of professional competence in improving teacher performance at MTsN Barru, Barru Regency and factors that influence professional competence in improving teacher performance at MTsN Barru, Barru Regency.

Analysis of professional competence in improving teacher performance at MTsN Barru, Barru district Based on primary data conducted through interviews at MTsN Barru, Barru Regency, there are several competency analyzes professionals in improving teacher performance at MTsN Barru Barru district as follows: a. Teacher

professional competence The research carried out at MTsN Barru, Barru Regency was carried out by observing the environment around the class and interviews.

Examining teachers about how professional competencies in madrasas meet the criteria to be considered professional, as stated in the 1945 Constitution and Law No. 23 of 2005 regarding the national education system (Danim 2012:103). There are several criteria that a teacher must have in order to be considered a professional teacher, the criteria are as follows:

1. Have good teaching skills
2. Have broad insight
3. Master the curriculum
4. Mastering learning media
5. mastery of technology
6. Be a good role model
7. Have a good personality

Quality education requires meeting the required qualifications and truly understanding what must be done, both in the classroom and outside the classroom. In addition to teaching duties The main duties of teachers, there are also several issues of principle duties that all teachers must know and master as part of professional teachers. There is no quality of the learning process without the quality of teacher behavior, and there is no quality of educational outcomes without the quality of the learning process.

A teacher must also have professional competence, professional competence, namely competence which includes the teacher's ability to master the learning material that he or she has widely and more. And also a professional teacher is able to provide an example of good behavior in terms of punctuality in all things. Apart from that, a professional teacher must follow technological developments which at this time technology is very much needed to support learning process activities. The results of an interview with Mr. Adil, S.Pd as the head of the madrasah (Tuesday, 29 December 2021) stated that: "In my opinion, teacher professional competence is the ability of teachers to carry out their duties as teaching staff, and to improve the quality of teachers and teacher professionals.

The thing that a teacher must have in order to be said to be professional is that the teacher must have the skills that must be possessed so that his/her teaching duties can be carried out well. The level of competence that a teacher has will influence the level of teacher performance. Teachers must be skilled in teaching, which means being able to make children understand the knowledge they convey. There are many teachers who are smart, but don't know how to convey that knowledge. Teachers who are skilled at teaching must know how to attract children's attention and various ways of teaching using any media.

Teachers must also have broad insight so that the material presented can be useful for students and master it. The curriculum can also change according to the needs of graduate users and input from experts, teachers are also required to master learning media by using additional internet and predominantly using books, mastery of technology is absolutely necessary for teachers, teachers should master the material according to the depth of the material being taught. "Furthermore, teachers must also be good role models for their students, role models in every sense, teachers must also have a good personality to be an example for their students." The results of the interview with Mr. Darmawan S.Ag as a teacher at the madrasa (Tuesday 29 December 2021) revealed that: "Professional competence is a form of teacher responsibility in carrying out their duties.

The ability to understand one's identity as a quality teacher in understanding one's profession as a teacher. things that a teacher must have in order to be said to be professional, namely having good skills, meaning that a teacher must understand the material being taught, apart from understanding the knowledge, the teacher must also be smart in explaining to students, having broad insight, of course you must gain a lot of knowledge so that we become good people. quality, mastering the curriculum, this should be improved so that every education in Indonesia is evenly distributed with the same curriculum, mastering learning media because learning media is very important because learning media makes the teaching and learning process not monotonous, mastering technology is also very necessary for the internet as a learning reference "Being a good role model at school must also be done by every teacher, for example, not discriminating against each child in the class.

Being a good personality is an example or role model that must be shown to students at school." Based on the results of the interview above, it can be concluded that the professional competence of teachers at MTsN Barru, Barru Regency has gone well, however there are still several things that still need to be improved so that the ability or expertise of teachers at the Madrasah can increase again, because without professionals, teachers unable to optimally carry out their duties well at school. b. Teacher performance Teacher performance has certain specifications.

Teacher performance can be seen and measured based on specifications or competency criteria that each teacher must have. In relation to teacher performance, the form of behavior in question is the teacher's activities in the learning process. The teacher's performance can be seen when he/she carries out teaching and learning interactions in the class, including lectures in the form of semester programs and teaching preparation. The learning process is not as simple as it seems when the teacher delivers lesson material in class, but in carrying out good learning a teacher must make good preparations so that when carrying out learning it can be directed according to the learning objectives contained in the indicators of learning success.

A teacher's performance can be seen when he carries out teaching and learning interactions in the classroom including his preparation in the form of semester programs and teaching preparation. Regarding the assessment of teacher performance. Results of interviews with Mrs. Shaf Amaliyah, S.Pd.I., M.Pd.I as a teacher at the madrasa (Wednesday, 30 December 2021) Says that: "Teacher performance is how a teacher can carry out his work effectively and efficiently, the teacher is able to carry it out the duties and functions of teachers in carrying out/completing their duties and responsibilities as a teacher.

Teacher performance is a measure of a teacher's success in their profession as a teacher, but the level of performance of each teacher is different. The performance of teachers in this madrasah has gone well, teachers have carried out their duties according to their respective functions in accordance with the existing curriculum, teacher performance is the level of success of teachers in carrying out the main tasks of teaching using certain standards. For teachers at this madrasah, teacher performance acts as feedback regarding sharing things such as abilities, strengths, weaknesses and potential.

“ The results of an interview with Mrs. Hj.syamsiah, M.pd as a teacher at the madrasa (Wednesday, 29 December 2021) revealed that: "Teacher performance must master the characteristics of children, learning models and competencies in their respective fields. Teacher performance is a learning process as an effort to develop existing activities so that educational goals can be achieved well.

Teacher performance in this madrasa can be said to have increased. However, it is not yet optimal because there are still several things that need to be improved in improving teacher performance, such as teacher discipline, responsibility in carrying out their duties as teachers in madrasas so that their performance can be further improved, teachers are obliged to plan quality learning and assess and evaluate learning outcomes. , the main task of the teacher is realized in teaching and learning activities which is a form of teacher performance, the teacher's performance can be seen when he carries out teaching and learning interactions in the classroom including preparation both in the form of semester programs and teaching preparation. "So teacher performance is the result of work or work performance carried out by a teacher based on the ability to manage teaching and learning activities, which includes lesson planning, learning evaluation, and building interpersonal relationships with students." Based on the results of the interview above, it can be concluded that teacher performance is the result or ability obtained from the competencies possessed by a teacher in improving teacher performance in Madrasas and there is a positive influence and significant relationship between professional competence and teacher performance, which shows that the relationship between professional competence and teacher performance is in the same direction, if professional competence is higher, then the level of teacher performance is also higher, Professional competence in improving teacher performance at MTsN Barru Barru district is very influential and interrelated with each other in improving teacher performance in Madrasahs because without professional teachers, teachers cannot optimally carry out their duties as teachers.

Based on the description above, it can be seen that professional competence can improve the performance of teachers at MTsN Barru, Barru Regency and it is running well but not yet optimally. One indication is that there are still some teachers who have not carried out their duties well, lacking discipline and responsibility. which still needs

to be improved. Discussion Professional competence in improving teacher performance at MTsN Barru, Barru district From the results of observational research, interviews and documentation that have been carried out by researchers, the analysis of professional competence in improving teacher performance at MTsN Barru, Barru Regency has basically gone well. However One of the indications is that it is not yet optimal, namely that there are still teachers who come to school late, causing lesson activities to be disrupted, teachers who are less enthusiastic about delivering the material, causing the material to become monotonous, and limited learning media making learning activities less varied. Education in Indonesia is very important, because education is one of the supports for human resources to be more advanced and developed. In this case, the development of education cannot be separated from the role of a teacher.

According to sagAla (2013:39) teachers are one of the important factors in implementing education in schools. Therefore, improving the quality of education also means improving teacher performance, improving teacher performance not only in terms of welfare, but also their professionalism as a teacher. According to (Sagala, 2011:1) professional is a professional attitude which means doing something as a main job or profession and not as a pastime or mere hobby. One of the competencies that a teacher must have is professional competence.

Teachers who have professional competence are first teachers who have good skills. At MTsN Barru, Barru Regency, several teachers already use various learning models in each teacher meeting using different learning models, when teachers teach teachers should use learning media such as image media so that it is a little varied and not boring so that students learn optimally. Teachers who have broad insight are teachers who always use technology, at MTsN Barru Barru Regency they have extensive experience and good insight to support the learning process so that learning can run smoothly, one way for teachers to broaden their horizons is by getting the latest information about learning media, learning models and information that supports the learning process Furthermore, every teacher should master every curriculum that is currently in effect. It is hoped that this can be improved so that education in these madrasas can be equitable. learning media, at MTsN Barru, Barru Regency, some teachers use learning media that are appropriate to the students' conditions.

Mastery of learning media by teachers is very important because it will make lessons look interesting and less monotonous and more varied. By using media, students will prefer watching shows rather than learning using books or the internet. To become a teacher Well, then teachers must master every technology mastery is absolutely necessary for teachers. Teachers should master the material and at the same time research methods according to the depth of the material being taught. Mastery of technology is very necessary because with technology it can facilitate the continuity of the learning process, but there are still teachers who do not use technology, mastery of technology is very important, such as using a laptop to support continuity of the teaching and learning process.

A teacher should be a good role model for his students. An example in all things. Even though teachers are also humans who can make mistakes and make mistakes, in learning and in front of students, professional teachers are required to be able to be the best example. It's not the same at MTsN Barru, unfortunately there are still subject teachers who are still emotional when dealing with students. It is hoped that this can be improved so that teachers do not easily get angry with students by providing advice to students who make mistakes or behave rudely towards other people around them. Teachers as educators whose main task is teaching, have personality characteristics that greatly influence the success of human resource development. At MTsN Barru, One of the teachers who has a good personality must master the material so that the teaching and learning process runs conducive. Teachers have their own way of attracting students' attention by mastering the material, looking neat and attractive so that students can focus their attention on the teacher, when learning is taking place but it has already entered prayer time, the teacher invites students to worship.

Of the seven criteria for professional teachers mentioned previously, there are three criteria that are still less than optimal and do not include the criteria for professional teachers as stated in the 1945 Constitution and Law No. 23 of 2005 concerning national education implemented by teachers, namely (1) mastery of the curriculum. (2) mastery of technology, (3) mastery of learning media. It is hoped that teachers can improve their work professionalism based on the seven criteria that have

been presented by this researcher. Performance is a work performance that has been achieved by someone. Performance or work achievement is the result of an activity that a person has carried out to achieve a goal.

Achieving work results is also a form of comparison of one's work results with predetermined standards. This assessment is not only important for educational staff, the assessment is useful as feedback on various things, abilities, accuracy, deficiencies and existing potential which is useful for determining goals, paths, plans, and development/career dreams.

The assessment of teacher performance is not intended to criticize and find mistakes, but rather as encouragement for teachers in a constructive sense to develop themselves to become more professional and ultimately improve the quality of students' education. This requires changes in mindset and behavior and teachers' willingness to reflect on themselves on an ongoing basis. Based on the description above, it can be seen that professional competence can improve the performance of teachers at MTsN Barru, Barru Regency and it is running well but not yet optimally. One indication is that there are still some teachers who have not carried out their duties well, lacking discipline and responsibility. which still needs to be improved.

#### **D. CONCLUSION**

Based on the results of the research and discussion described above, it can be concluded that Professional competence can improve the performance of teachers at MTsN Barru, Barru Regency and it is running well but not optimally. One indication is that there are still some teachers who have not carried out their duties well, whose discipline is still lacking and whose responsibilities still need to be increased. Factors influencing professional competence in Improving the performance of MTsN Barru Barru Regency teachers is a factor internal which includes teacher educational background, teacher teaching experience, the state of teachers' health, and the state of teachers' economic well-being while external factors include educational facilities, discipline/work at school, and the supervision of a school principal who is expected to be capable improve the quality of education and teacher performance in the

madrasahit can be concluded that. Professional competence can improve the performance of teachers at MTsN Barru, Barru Regency and it is running well but not optimally. One indication is that there are still some teachers who have not carried out their duties well, whose discipline is still lacking and whose responsibilities still need to be increased.

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