

Management of Continuing Professional Development on Madrasah Aliyah Negeri Teachers to Improve Pedagogic Competence

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Abstract: To support the success of teachers, pedagogic competencies are required to be developed and carried out in a sustainable manner. The problem of teachers in the Continuing Professional Development (CPD) effort is faced with various problems that do not only come from the teachers themselves but also from other factors such as policies. This study aimed to obtain information focused on 1) CPD planning to improve pedagogic competence of MAN teachers; 2) Organizing CPD to improve the pedagogic competence of MAN teachers; 3) Implementation of CPD to improve pedagogic competence of MAN teachers; 4) Evaluation of CPD to improve pedagogic competence of MAN teachers. This study used Terry & Rue's Management theory, and Spencer's Theory of Pedagogic Competence and Longman's theory of professionalism. This study used a qualitative approach with a case study method. The technique and instrument of data collection used triangulation method. The data sources used were triangulation of sources namely Head of Education Office, Principal of MAN, Teachers, and members of MGMP. Based on the results, 1) CPD planning has not been fully prepared by the madrasah and teachers. CPD planning is only planned when the teachers will arrange the administrative equipment for promotion, so that it cannot be used as an effort to improve the pedagogic competence of teachers. 2) Organizing CPD has been carried out through the CPD team

organized by the madrasah, but in reality, the CPD Team has not been able to fully improve the pedagogic competence of teachers. Thus, the organization has not run effectively in accordance with the applicable guidelines regarding CPD. 3) The implementation of CPD is more directed at efforts to fulfill administrative tasks where teachers are still constrained in the preparation of innovation works, self-development activities and scientific publications; 4) CPD evaluation based on self-evaluation cannot be used as a basis for continuous improvement of CPD. CPD evaluation has not been considered as important for teachers in improving pedagogic competence. Thus, it can be concluded that the CPD to improve the pedagogic competence of MAN teachers has been implemented based on existing regulations and is running in accordance with the CPD program guidelines, but has not shown maximum efforts to improve the pedagogic competence of teachers.

Keywords: CPD management, Teacher Competence, Pedagogic

1. Introduction

Education has an important role in life both now and in the future. Education is a process towards improving, strengthening, and developing all the potentials possessed by students so that they can develop optimally (Taufik Rahman et al., 2021). In achieving these educational goals, a teacher is needed as a learning agent for students (Khairani et al., 2022).

Teachers are professional educators as stated in Law Number 14 of 2005 on Teachers and Lecturers and Government Regulation Number 74 of 2008 on Teachers. The main task of teachers is to educate, teach, guide, direct, train, assess, and evaluate (Hasibuan & Yusuf, 2020). Thus, a teacher has a tough task to develop and create the future (S Syafaruddin et al., 2022)s.

To support the implementation of quality education, of course, requires a variety of quality components as well (Alfaris & Gaffar, 2021). Teachers as the spearhead in the implementation of learning, dealing directly with students need various abilities in carrying out their duties as educators. The most demanded ability of a teacher is professional and pedagogic competence (Tambrin et al., 2021).

Once the strategic role of teachers in the implementation of education explained that continuing professional development is competency development for teachers carried out according to needs, gradually and continuously to improve

the professionalism of teachers (Trisnamansyah & Sauri, 2021). The scope includes planning, implementation, evaluation, and reflection designed to improve characteristics, knowledge, understanding, and skills (Syafaruddin Syafaruddin et al., 2021). Continuous professional development must be carried out based on the needs of teachers to achieve and/or increase competence above the professional competency standards of teachers. This will also have implications for obtaining credit scores for promotions/functional positions of teachers (Hatmansyah et al., 2021).

A teacher must know more about science and technology (IPTEK), both as teaching and learning materials where a teacher is required to improve and adjust competences in order to be able to develop and present actual subject matter using various approaches, methods, and the latest learning technology (Fadillah et al., 2021). Only in that way, teachers are able to organize learning to bring students into the world of life according to the needs and challenges of their time (Tambak & Sukenti, 2020).

The competence of teachers is divided into 4, namely pedagogic, professional, personality, and social (Muna & Bahit, 2020). Each of these competencies has components that must be mastered well by teachers, for example pedagogic competence regarding the ability of teachers to plan, implement, and finally evaluate learning (Nurzila et al., 2022). However, especially in pedagogic competence, it is often forgotten that in the planning section, teachers must be able to adapt the needs of students to the plans that will be made (Nurfuadi, 2020).

The importance of professional development for teachers is similarly explained by (Rahman et al., 2021) that professional development is one of the main reforms introduced into the education system. Since the start of the modern era in the 21st century, these reforms have been more intense and sustainable (Zaini & Syafaruddin, 2020). Professional development refers to various forms of educational experience related to an individual's work (Asmarani et al., 2021). Engineers, accountants, educators, lawyers, doctors, and many other professions are involved in professional development; they learn and apply new skills and knowledge to improve their performance in the workplace. In education, various studies have shown that the quality of teaching and school leadership are the most important factors in improving academic achievement (Handayani et al., 2021).

In reality, there are still many teachers with low competence. For example, related to pedagogic competence, in the implementation of learning, many

teachers do not adapt learning to the circumstances, interests, talents, potential, and characteristics of students. This causes the learning process to be bland and perhaps the learning delivered by the teachers cannot be absorbed by the students and leads to learning difficulties. Students will quickly feel bored and do not want to follow the lesson. Furthermore, with regard to personality competence, there are still many teachers who do not reflect noble behavior and character, such as speaking harshly to students when they are emotional and committing acts of violence such as twisting and hitting.;

- a. CPD planning to improve pedagogic competence of Madrasah Aliyah Negeri teachers.
- b. Organizing CPD to improve pedagogic competence of Madrasah Aliyah Negeri teachers.
- c. Implementation of CPD to improve pedagogic competence of Madrasah Aliyah Negeri teachers.
- d. Evaluation of CPD to improve pedagogic competence of Madrasah Aliyah Negeri teachers
- e. Constraints of CPD to improve pedagogic competence of Madrasah Aliyah Negeri teachers
- f. Efforts to overcome the constraints of CPD to improve pedagogic competence of Madrasah Aliyah Negeri teachers.

2. Methods

a. Location and Subject

1) Location

This study was carried out at Madrasah Aliyah Negeri Insan Cendekia Tanah Laut and MAN 1 Banjarmasin City South Kalimantan Province. The two locations were selected as samples based on purposive sampling technique as one type of sampling technique commonly used in scientific research. Purposive sampling is a sampling technique through determining certain criteria.

2) Subject

Subjects were selected using purposive sampling based on the ability and understanding of the subject to problems on CPD management to improve pedagogic competence of Madrasah Aliyah Negeri teachers. The subjects were:

- a) Head of Education Department of South Kalimantan Religious Affairs Office
- b) Principal of MAN Insan Cendekia Tanah Laut
- c) Principal of MAN 1 Banjarmasin City
- d) Teachers of MAN Insan Cendekia Tanah Laut
- e) Teachers of MAN 1 Banjarmasin City
- f) Members of Musyawarah Guru Mata Pelajaran (MGMP) MA

b. Data Collection Techniques and Instruments

Data collection techniques and instruments refer to a qualitative approach so that the data collected are able to explore data sources by observation and triangulation in-depth interviews, as well as other sources.

1) Observation

This study used non-participant observation. In conducting observations, the researcher chose the things observed and recorded things related to the study. Observations were made on teaching and learning activities carried out by teachers and observing collective activities of teachers in the MGMP organization.

2) Interview

Interviews were conducted with key informants or participants knowing and understanding the CPD management to improve pedagogic competence of Madrasah Aliyah Negeri teachers, namely Principal of Madrasah Aliyah Negeri IC Tanah Laut and Principal of Madrasah Aliyah Negeri 1 Banjarmasin City as well as the teachers. The interviews aimed to reveal data related to the planning, implementation, organization, evaluation, constraints, and efforts to overcome the constraints of CPD to improve pedagogic competence teachers at MAN IC Tanah Laut and MAN 1 Banjarmasin City.

3) Documentation Study

Documentation used were syllabus, learning plans, school profiles, teaching administration owned by teachers, MGMP activity schedules, CPD documents, scientific research of principals and teachers.

c. Data Collection Grids and Instruments

Data Collection Grids and Instruments can be seen in the following table:

Table 1. Data Collection Grids and Instruments

No	Purpose	Indikator	Data Sources	Technique		
				O	W	SD
1	CPD planning to improve pedagogic competence of MAN teachers	<ol style="list-style-type: none"> 1. How to determine the objectives of CPD planning? 2. How to determine actions to achieve goals? 3. How do madrasahs develop a rationale for future conditions? 4. How to achieve the goals, and implement the action plan 5. How do madrasahs evaluate CPD planning? 	<ol style="list-style-type: none"> 1. Head of Education Department of South Kalimantan Religious Affairs Office 2. Principal of MAN 3. MAN teachers 4. Members of MGMP MAN 	√	√	√
2	Organizing CPD to improve pedagogic competence of MAN teachers	<ol style="list-style-type: none"> 1. What is the organizational strategy to achieve the goals? 2. What are the tools used in organizing CPD? 3. Who are the parties involved in organizing? 	<ol style="list-style-type: none"> 1. Head of Education Department of South Kalimantan Religious Affairs Office 2. Principal of MAN 3. MAN teachers 4. Members of MGMP MAN 	√	√	√
3	Implementation of CPD to	<ol style="list-style-type: none"> 1. How is CPD implemented? 	<ol style="list-style-type: none"> 1. Head of Education 	√	√	√

	improve pedagogic competence of MAN teachers	<ol style="list-style-type: none"> 2. What is the policy in supporting the development of CPD? 3. What are the operational standards in the implementation of CPD development? 	<ol style="list-style-type: none"> Department of South Kalimantan Religious Affairs Office 2. Principal of MAN 3. MAN teachers 4. Members of MGMP MAN 			
4	Evaluation of CPD to improve pedagogic competence of MAN teachers	<ol style="list-style-type: none"> 1. What are the techniques and methods of CPD supervision? 2. How to analyze the results of monitoring the implementation of CPD so far? 3. How do madrasas and teachers use the results of CPD supervision? 	<ol style="list-style-type: none"> 1. Head of Education Department of South Kalimantan Religious Affairs Office 2. Principal of MAN 3. MAN teachers 4. Members of MGMP MAN 	√	√	√
5	Constraints of CPD to improve pedagogic competence of MAN teachers	<ol style="list-style-type: none"> 1. What are the constraints on management of continuing professional development to improve pedagogic competence of MAN teachers? 2. What is the effect of constraints on 	<ol style="list-style-type: none"> 1. Head of Education Department of South Kalimantan Religious Affairs Office 2. Principal of MAN 3. Guru MA 4. Members of MGMP MAN 	√	√	√

		efforts to improve pedagogic competence?				
6	Efforts to overcome the constraints of CPD to improve pedagogic competence of MAN teachers	1. What efforts are being made to overcome the constraints on management of continuing professional development to improve pedagogic competence of MAN teachers?	1. Head of Education Department of South Kalimantan Religious Affairs Office 2. Principal of MAN 3. MAN teachers 4. Members of MGMP MAN	√	√	√

3. Results and Discussion

a. CPD Planning To Improve Pedagogic Competence of MAN teachers

Based on the results, the management of the madrasah conducts CPD planning jointly in coordination with the Vice Principal for Curriculum and teachers by discussing the need for CPD planning, then determining a place for training activities where all teachers are gathered to be given direction and guidance. If the training is held by Members of the MGMP, then the madrasa will appoint teachers of certain subjects to participate in CPD training.

Management of madrasas prepares CPD materials and steps in the form of training, such as finding masters in the field. The implementation of CPD training in madrasas is due to policy, in addition to the need where teachers are deemed necessary to be included in CPD training so that training is held.

In the preparation stage for CPD training, first, the management of madrasas looks for resource persons who are regional facilitators selected by the central government according to the topic of the CPD training, then looks for participants, prepares rooms, prepares materials to be delivered either softcopy or printed. (CL.W.A.1)

b. Organizing CPD To Improve Pedagogic Competence of MAN teachers

Based on the results, the management of the madrasah organizes CPD to improve pedagogic competence MAN teachers through training refers to a change in mindset because they have to follow the development of technology and information. Teachers who are less familiar with technology and information are expected to be familiar. Teachers attending CPD training are given training by resource persons to increase their knowledge and insight so that teachers get additional knowledge related to technology and information.

The tools used in organizing CPD were in the form of delivering material from resource persons with various learning methods with occasional discussions, then also accompanied by the use of IT media which will make it easier for CPD training participants. The success of CPD training is measured by the conditions of the training implementation.

The organization was carried out by Members of MGMP. In MGMP activities, the Head of MGMP together with all members discuss the formation of a committee for the implementation of CPD training. Subject teachers should attend training and a letter of assignment will be made.

c. Implementation of CPD To Improve Pedagogic Competence of MAN teachers

Based on the results in the implementation of continuing professional development to improve the pedagogic competence of MAN teachers, Members of MGMP conduct training in improving performance through CPD training. MGMP held a meeting with all members, then a committee was formed and made invitations. When the training was carried out, participants took part in the training without being commanded because they had already received a schedule during the training. The follow-up to CPD training is the application through microteaching so that it can provide benefits to madrasahs.

The madrasah expects the teachers to follow the schedule of activities. The ability of the instructor comes from resource persons, namely competent ULM lecturers so that the implementation of the training can run well because of the support from all elements.

d. Evaluation of CPD To Improve Pedagogic Competence of MAN teachers

In terms of the effect of CPD training on improving performance, because properly, this CPD training can increase the knowledge and insight of the teachers, for example in the training, there is microteaching with learning methods using applications in accordance with developments in technology and information, so this has an impact on students when teachers implement training. Students are happy in taking lessons because there are changes and improvements in the way of teaching in the classroom

The madrasah also evaluates in the form of supervision by communicating with subject teachers participating in CPD training. The madrasahs ask for reports from the teachers participating in the training, occasionally, the madrasahs also monitor the performance improvement of the teachers. The learning process is expected to change the ability of students and teachers (CL.W.B.2)

The evaluation of CPD to improve the pedagogic competence of MAN teachers is carried out at the beginning of the semester when the teachers prepare the SKP. Evaluation is needed in every activity carried out. This is to ensure that the activities are in accordance with the objectives.

Evaluation is also useful for knowing the identification process to measure/assess whether the CPD activities are carried out according to the plan and are successful in achieving the objectives. The evaluation was carried out by comparing the final results with expectations

e. Constraints of CPD Management To Improve Pedagogic Competence of MAN teachers

The constraints of continuing professional development are the mindset of getting used to the old patterns and not wanting to keep up with the times, especially in the IT field, so they are reluctant to attend training or other things related to CPD. The effect of the constraints on efforts to improve pedagogic competence is the impact on the stagnation of teaching competence in the classroom because it is lagging behind with the times with regard to IT.

Constraints faced by teachers in the implementation of CPD activities include that teachers have different characteristics, then not yet fully training activities on self-development, scientific publications and innovative works organized and financed by the government can be followed by all teachers, in addition, there are also assignments from teachers who often do not sustainable so that teachers gain incomplete understanding. The lack of readiness of teachers in participating in CPD activities becomes a control based on the financial consequences of CPD activities with in-service teacher certification, resulting in a lack of motivation to carry out CPD activities.

Another constraint related to the implementation of CPD training only makes the teachers more motivated, but the results of the training are not measured in a concrete way and can be clearly seen from the performance of the teachers during the training. Therefore, there are still teachers who have not placed the job of being a teacher as a profession. There are teachers even though they are certified and receive certification allowances but have not seriously prepared and carried out their duties as teachers professionally.

When viewed from the field of daily teaching tasks, there are still teachers who teach with inadequate abilities, do not make good learning preparations, do not master teaching materials, choose and use less varied learning methods and models, and are less able to stimulate and motivate students to be actively involved, lack of technical mastery, some have adequate academic qualifications and competence but low-performance category and so on.

CPD is directed to be able to reduce the gap between knowledge, skills, social competence, and personality, which is now a future demand related to the profession. Teachers whose performance is still below the competency standard (low performance), are required to participate in the CPD program oriented to achieving competency standards, CPD activities are directed at professional development in order to meet the demands in order to provide quality learning services to students.

f. Efforts To Overcome The Constraints of CPD Management To Improve Pedagogic Competence of MAN teachers

Efforts to overcome the constraints of CPD management to improve pedagogic competence of MAN teachers are providing motivation and guidance so that subject teachers are active during MGMP activities and matters related to CPD, then are interested in participating in CPD training, because this is related to the times so that teachers must be able to adapt, willing to learn, and the most important thing is to change the mindset.

The continuing professional development strategy includes 3 aspects, namely self-development strategy, scientific publication strategy, and innovative work strategy.

With regard to self-development strategies, teachers have pedagogic competence, personality, professional competence and social competence. Pedagogic competence is still a problem for the ability of teachers to manage student learning, including understanding students, designing and implementing learning implementation, evaluating learning outcomes, and developing students to actualize the potential owned by students.

Competent personality is the ability to be manifested in a steady and authoritative personality, stable, mature and of noble character and capable of being a role model for students. The limitations of teachers in implementing pedagogic competencies related to the educational background of the teachers, the lack of motivation of teachers to increase knowledge and insight in order to enrich learning materials, besides that the desire to participate in collective activities of teachers is also still quite low.

To develop the professionalism of teachers, some are limited to improving the way of teaching in class, holding seminars and coaching, participating in training, there are also those who carry out in-house training on syllabus development and preparation of learning tools. These efforts are the preparation of learning tools for each teacher to complete the K 13 document, some have the support of all employees at the school, and some say that the teachers who are included in the training have the skills to utilize the media they have learned in participating in the training..

4. Conclusion

a. CPD Planning To Improve Pedagogic Competence of MAN teachers

The CPD planning has not been fully prepared by the madrasah and teachers. CPD planning is only planned when the teachers will prepare the administrative completeness of promotion, so it cannot be used as an effort to increase the pedagogic competence of teachers.

b. Organizing CPD To Improve Pedagogic Competence of MAN teachers

Organizing CPD has been implemented through the CPD team organized by the madrasah, but in reality, the CPD Team has not been able to fully improve the pedagogic competence of teachers. Thus, the organization has not run effectively in accordance with the applicable guidelines on CPD.

c. Implementation of CPD To Improve Pedagogic Competence of MAN teachers

Implementation of CPD is more directed at efforts to fulfill administrative tasks; teachers are still constrained in the preparation of innovation works, self-development activities, and scientific publications.

d. Evaluation of CPD To Improve Pedagogic Competence of MAN teachers

CPD evaluation based on self-evaluation cannot be used as a basis for continuous improvement of CPD. CPD evaluation has not been considered as something important for teachers in order to improve pedagogic competence.

e. Constraints of CPD Management To Improve Pedagogic Competence of MAN teachers

The main constraints faced by teachers in CPD include the still weak ability of teachers in compiling innovation works, self-development activities and scientific publications.

f. Efforts To Overcome The Constraints of CPD Management To Improve Pedagogic Competence of MAN teachers

Efforts to overcome the constraints of CPD Management to improve pedagogic competence of MAN teachers namely improving self-development abilities, improving abilities in scientific publications, and the ability to create innovative works.

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