Professional Competence of Arabic Teachers in Education Management

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Abstract : The goal of this study is to find out how teacher competency in education management, teacher professional skills, and learning measurement can help make education better. A detailed qualitative method was used for this study. Some of the ways that data is gathered are through interviews, observations, and writing things down. Methods for looking at data, like collecting research materials, making field notes and writing them down, talking to relevant people, using a control trail (data fit test), and triple checking the validity of the data. The results showed that teachers were good at following the directions when planning lessons, making lesson plans, putting together curricula, planning media and learning tools, and planning assessments of learning. The way the teacher teaches is based on mastering the material, structures, concepts, and scientific ways of thinking that support the subjects being taught. The teacher then tests the students' learning based on predetermined learning objectives, which include character tests to see how well they understand concepts, skill tests, and attitude tests about learning. This test is conducted after each subject.

INTRODUCTION

Professionalism is a concept that denotes the quality of the attitude of members of a profession towards their profession and the level of knowledge and competence with which they are able to perform their duties. Teacher professional competence is also said to be a state of teacher professionalism in terms of attitudes, knowledge, and skills needed to carry out educational tasks.[1]

Government Regulation Number 18 of 2007 states that professional competence is one of the competencies that must be possessed by teachers, namely the ability of teachers to master subject matter as a whole and thoroughly which includes mastery of scientific material, curriculum, syllabus, special learning methods in the field of science and development of ethical insights and development. professional. Teacher professionalism is needed for the creation of quality learning. If the teacher is not teaching professionally then the learning process will only be stagnant and there will be no change in the

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[1] Dr. Sutiono, "Profesionalisme Guru," *Tahdzib Al-Akhlaq: Jurnal Pendidikan Islam* 4, no. 2 (2021): 16–25, https://doi.org/10.34005/tahdzib.v4i2.1569.

quality of education.[2] Education in Law Number 20 of 2003 concerning the National Education System is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential so that they have religious spiritual strength, self-control, personality, intelligence, noble character and ability. needed by himself, society, nation and state.

Professionalism is seen as a continuous and continuous process. In this process, pre-service education, in-service education including upgrading, coaching from professional organizations and workplaces, public respect for the teaching profession, enforcement of the professional code of ethics, certification, improving the quality of prospective teachers, awards and so on together. determine the professional development of a person including teachers. The professional competence of a teacher is a set of skills that a teacher must have to successfully fulfill his teaching responsibilities. The competencies that must be owned by a teacher consist of three parts, namely personal competence, social competence and professional competence. The success of a teacher in his profession is largely determined by these three things, with an emphasis on teaching skills.[3] Teacher professional qualification refers to the ability to manage teaching materials universally and comprehensively, which allows students to be guided according to competency standards. Professional competence includes sub-competencies: mastering the content of the field of study and scientific methodology, mastering the structure and subject matter curriculum, mastering and using information and communication technology in education, compiling curriculum material for the field of study, and improve the quality of education through classroom action research.[4] Professional teachers must be able to evaluate what they have learned. This learning assessment really assesses not only student learning outcomes, but also himself. Assessment must of course be well structured and organized, so that the teacher can improve and/or maintain which competencies must be maintained and which must be improved. [5]

The government's efforts to improve teacher professionalism include increasing the qualifications and requirements for higher education levels for

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[2] Irsal Amin Siregar, "Integrated Curriculum Model between Language Development Center and Ma'had Al-Jami'ah for Arabic Language Environment," *International Journal of Arabic Language Teaching* 4, no. 01 (June 2022): 36, https://doi.org/10.32332/ijalt.v4i01.4645.

[3] Ahyanuardi, "The Effects of Pedagogic and Professional Competence Smk Teacher's to Teacher's Performance," *Journal of Physics: Conference Series* 1387, no. 1 (2019): 1–7, https://doi.org/10.1088/1742-6596/1387/1/012058.

[4] Rose Fitria Lutfiana, "Analisis Kompetensi Profesional Guru Melalui Penggunaan Media Pembelajaran Berbasis Information Technology," *PINUS: Jurnal Penelitian Inovasi Pembelajaran* 7, no. 1 (2021): 1–10, https://doi.org/10.29407/pn.v7i1.15739.

[5] Ramdhan Witarsa and Lussy Midani Rizki, "Analisis Pengembangan Kompetensi Profesional Guru Di Sekolah Dasar," *Jurnal Pendidikan Tambusai* 6, no. 1 (2022): 4114–21, https://doi.org/10.31004/jptam.v6i1.3514.

teachers from schools to tertiary institutions. The academic qualifications that must be possessed by PAUD teachers are PAUD graduates or PGRA (*Raudhatul Athfal Teacher Education*). Senior secondary in accordance with their scientific qualifications and at least bachelor's education. The condition of the nation in the future is reflected in the condition of teachers in the present where the progress of the dynamics of the nation's life is directly proportional to the image of the teacher in society. The more professional teachers who carry out their main tasks and functions, the more guaranteed the development of reliability readiness as human coaches. Professional competence is very important because this is where the teacher's performance will appear. Teachers must be able to master science and those related to attitudes and behavior that are very supportive and determine their profession as teachers must be able to communicate well.

The work of professional teachers demands the seriousness of educators to reconstruct their duties and responsibilities as intelligent children of the nation.[6] The spotlight and criticism are very sharp aimed at teachers in Indonesia. Various studies show that teachers and education in Indonesia are in an apprehensive situation.[7] For example, in the certification program, even though our teachers have received certification through the teacher certification allowance, the achievement of student learning outcomes has not increased. Another research example shows that 21.07% of elementary school teachers are qualified to teach. 28.94% of private SD teachers are qualified to teach. 54.12% of junior high school teachers met teaching requirements, 60.99% of private junior high school teachers met teaching requirements, and 65.29% of high school teachers met teaching requirements, 64.73 private teachers taught.[8]

In the context of learning Arabic, efforts to innovate and create learning are ijtihad that must be pursued. It is suspected that the Arabic language learning system used in schools and madrasas still does not lead to the use of Arabic as a means of communication but is based on the recognition of forms of Arabic rules that are out of context. Trensains as a knowledge boarding school is not the same as any other institution. This means that it cannot be equated with any high school, cannot be equated with any pesantren. Trensains is really a new item or product, not pesantren in general, not salaf pesantren, and not modern pesantren, Trensains is a new product.

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[6] Ahmad Bukhari Muslim and Rodhy Harisca, "The Urgency of Enhancing Learning Arabic inside National Education Curriculum in Indonesia," *International Journal of Arabic Language Teaching* 3, no. 01 (June 2021): 66, https://doi.org/10.32332/ijalt.v3i01.3110.

[7] M. Kholis Amrullah, Nandang Sarip Hidayat, and Mihrab Afnanda, "Barnâmij Idârah At-Ta'allum Fî Ta'lîm Al-Lughah Al-'Arabiyyah Fî Indûnisiya," *International Journal of Arabic Language Teaching* 4, no. 02 (2022): 206, https://doi.org/10.32332/ijalt.v4i02.5365.

[8] Muhammad Syahran Jailani, "Guru Profesional Dan Tantangan Dunia Pendidikan," *Al-Ta Lim Journal* 21, no. 1 (2014): 1–9, https://doi.org/10.15548/jt.v21i1.66.

Arabic in Trensains is necessary not only for communication but a more serious study of the texts of the Koran, without understanding the Koran with translation leads to a lot of information loss. Thus, the teaching materials given to Trensains students cover three things, namely *lughah asasiyah, muthala'ah,* and *qawaid lughah*. These three materials, was revealed and then become the main material, while other materials are supporting, namely daily conversations, English-Arabic camp, giving vocabularies, public speaking, and language contest. This paper will reveal how the professional competence of Arabic teachers at SMA Trensains Muhammadiyah Sragen is developed and improved for the advancement of educational institutions, especially in terms of the quality of learning Arabic.

METHOD

The approach used in this research is descriptive qualitative research. The subjects of this study were school principals, deputy heads of curriculum sections, and Arabic teachers. In qualitative research, numerical stratification and representation are not a problem because qualitative research does not use populations and samples, even if samples are used, the samples are purposive.[9] This is done so that researchers get the valid information and directly cross check the management of learning. Qualitative research uses several data collection techniques, namely through observation, interviews and documentation.[10] The three data collection methods are expected to complement each other to provide the expected information. Qualitative research data analysis techniques, namely collecting research materials, recording field notes and making field notes, checking with relevant subjects, control trail (data fit test), triangulation for data validity.[11] Data analysis was carried out inductively and continuously and in a process.[12]

RESULTS AND DISCUSSION

Teachers are an internal part of educational organizations that have very strategic tasks, roles and positions to achieve national development goals in the field of education. Teachers led the implementation of various educational programs through classroom learning.[13] The success of educational programs is determined by the efficiency and professionalism of teachers. Society is

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[9] Dede Rosyada, *Peneltian Kualitatif Untuk Ilmu Pendidikan*, ed. Murodi, Pertama (Jakarta: Kencana, 2020).

[10] Nguyen Cao Thanh, Tran Thi, and Le Thanh, "The Interconnection Between Interpretivist Paradigm and Qualitative Methods in Education," *American Journal of Educational Science*, 2015.

[11] Jan van den Akker et al., *Educational Design Research* (New York: Routledge, 2006).

[12] Jozef Raco, "Metode Penelitian Kualitatif: Jenis, Karakteristik Dan Keunggulannya," 2018, https://doi.org/10.31219/osf.io/mfzuj.

[13] Shilphy Octavia, *Etika Profesi Guru*, ed. Gafur Diah Ayu, Juli (Yogyakarta: Penerbit Deepublish, 2020), https://www.google.co.id/books/edition/Etika_Profesi_Guru/q3L6DwAAQBAJ?hl=id&gbpv=1.

increasingly challenged and demands the implementation of education that is managed professionally. One of them is the availability of professional teachers. Teacher effectiveness is the ability to fulfill its role as an educational agent and achieve national achievement which can be measured by criteria for teacher professional qualifications. The teacher's activities consist of 1. Developing a lesson plan that explains: (a) identity; b) focus on learning; c) learning content; d) learning strategies; e) educational aids; and (f) evaluation. 2. Carry out the learning process, which includes: (a) initiation of the learning process: (b) basic learning activities; and (c) completing learning.[14]

A professional is a person who has a highly qualified profession or job and who adheres to moral values that guide and support all his activities.[15] Of course, a professional must have the knowledge gained during training, as well as dedication to his work. Teacher professionalism is a condition of direction, values, goals, competence and teaching authority and related work.[16] Meanwhile, professional teachers are teachers who have the necessary qualifications to carry out educational and teaching tasks. Competence includes knowledge, attitudes and professional skills, as well as personal, social and academic.[17] In other words, the definition of a professional teacher is a person who has special skills and abilities in the wild that enable him to be able to carry out his duties and responsibilities as a teacher as well as possible. Professional teachers are trained and educated people who have rich experience in their field.[18]

Competence or professional ability is an ability that must be owned by teachers related to aspects.[19] Firstly, in conveying learning, the teacher's role and task is to manage learning as a source of dry material. Students should regard teaching as the art of managing the learning process, which is acquired through practice, experience and a constant desire to learn. Secondly, during the implementation of the learning process, student activities must always be created, and appropriate teaching methods and strategies must be used.

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[14] Ahyanuardi, "The Effects of Pedagogic and Professional Competence Smk Teacher's to Teacher's Performance."

[15] Octavia, *Etika Profesi Guru*.

[16] Pudjosumedi et al., "Buku Profesi Pendidikan.Pdf," 2013.

[17] Widodo Widodo, Irvandi Gustari, and Chandrawaty Chandrawaty, "Adversity Quotient Promotes Teachers' Professional Competence More Strongly Than Emotional Intelligence: Evidence from Indonesia," *Journal of Intelligence* 10, no. 3 (2022), https://doi.org/10.3390/jintelligence10030044.

[18] Sutiono, "Profesionalisme Guru."

[19] Don F Seaman and Robert A Fellenz, "Effective Strategies for Teaching Adults. New York: Merrill" (Macmillan Publishing Company, 1989).

The teacher creates an atmosphere that encourages students to ask questions, observe, experiment and find the right facts and concepts.[20] Therefore, the teacher must carry out learning activities with the help of multimedia in such a way that according to the context of the material, a learning atmosphere is created in the workplace, learning by listening and learning while playing. In carrying out the learning process, teachers must pay attention to didactic methodological principles such as teaching natural sciences. For example, the application of observation, attention, teamwork and other principles.

Arabic Teacher Competence in Lesson Planning

Before starting the learning process, the teacher must prepare learning materials according to the subjects to be taught. These courses are used as a reference in the preparation of lesson plans, which include topics or subject matter, core competencies, basic competencies, indicators, topics, learning, evaluation, use of time and learning resources, because learning planning is done to improve the quality of learning.[21] Planning is the selection and combination of facts and the making and use of assumptions about the future, explaining and articulating the actions needed to achieve the desired results.

Based on the description above, educational planning in schools is a very important indicator for achieving learning objectives. Each lesson begins with systematic and directed activity planning, which is packaged in a learning implementation plan (RPP).[22] With good and systematic planning, teachers can prepare all learning tools so that learning at school goes as expected. Planning is seen as preparation for learning, planning is an integral part that supports and is informed by learning.[23] Meanwhile, the learning plan that is made must be able to meet graduate competency standards which include aspects of attitude, knowledge and skills.[24] In practice, the Arabic teacher at Trensain Muhammadiyah Sragen High School prepares a lesson plan before carrying out the learning process. RPP prepared by teachers at SMA Trensain Muhammadiyah Sragen made before the start of the new school year (after the grade increase).

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[20] Nouroudine Abdoulaye Mamoudou, "Istirâtîjiyyât Al-Wa'yi Al-Mîtâ'irfânî Al-Qirâî Li Al-Muqarrarât Ad-Dirâsiyyah Ladâ Muta'allimî Al-Lughah Al-'Arabiyyah Lughah Tsâniyyah," *International Journal of Arabic Language Teaching* 4, no. 01 (2022): 1, https://doi.org/10.32332/ijalt.v4i01.4591.

[21] Fiqi Edi Triono, "Tahlîl Muhtawa Kitâb Ta'lîm Al-Lughât Al-'Arabiyyah 'Alâ Asâs Al- Manhaj Al-Dirâsiy 2013 Alladziy Nasyarathu Wizârat Al-Syu'Ûn Al-Dîniyyah Litullâb Al-Madrasah Al-Tsânawiyyah Al-Islâmiyyah," April 2019.

[22] Hasrian Rudi Setiawan and Danny Abrianto, *Menjadi Pendidik Profesional*, ed. Riska Harfiani (Medan: UMSU Press, 2021).

[23] Natasha Serret and Catherine Gripton, *Purposeful Planning for Learning* (New York: Routledge 2 Park Square , Milton Park, Abingdon, Oxon OX14 4 RN, 2021).

[24] I Putu Widyanto and Endah Tri Wahyuni, "Implementasi Perencanaan Pembelajaran," *Satya Sastraharing* 04, no. 02 (2020): 16–35.

Teacher Professional Strategy in Implementing Learning

The ability of a teacher to apply effective cognitive, psychomotor and affective learning can provide motivation and enthusiasm for students to improve and develop their potential as students.[25] In other words, learning is a process that helps students learn well. The learning process is experienced throughout a person's life and can be applied anywhere and anytime. The implementation process is the stage where, when, how and who carries out learning activities, so implementation can be interpreted as a process that involves all human resources, assets and tools according to instructions and guidelines, time and place. during the implementation of the specified program.

Learning,including language learning is an individual activity that produces certain experiences that determine the quality of behavior change in individual students, and these changes lead to maturity.[26] The learning process takes place in a certain atmosphere, namely a teaching and learning situation. In this situation there are interrelated factors, namely: learning objectives, student learning, teacher teaching, teaching materials, teaching methods, teaching aids, assessment procedures and teaching situations. In the teaching process, all factors move in a dynamically controlled sequence so that students achieve their learning goals.[27]

Due to teaching in schools is a job that requires special skills, the teacher must master the learning material in accordance with the field being taught.[28] Teachers are required to understand the curriculum rules and course structure in order to get an integrative concept. The management of Arabic learning in the classroom becomes a place for the realization of the curriculum and learning plans that have been prepared.[29] Teachers must teach according to their profession. This is closely related to the professionalism and credibility of teachers in mastering knowledge. Mastery of learning material can be seen from the synergy of the subjects taught and the teacher's concentration in teaching. Teaching is a model in which planned and directed procedures are established and directed.

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[25] Khotimatun Nafi'ah and Abdul Latif, "Methods Innovation, Media and Evaluation on Vocabularies Learning in Boarding Classroom SMPIT LHI YOGYAKARTA," *International Journal of Arabic Language Teaching* 2, no. 02 (January 2021): 178, https://doi.org/10.32332/ijalt.v2i02.2600.

[26] Binti Aghnia Auliyalloh et al., "The Role of Learning Arabic to Improve the Moderate Character" 2, no. 2018 (2024), https://doi.org/10.32332/ijalt.v6i01.8765.

[27] Alfianor Alfianor, "Manajemen Kurikulum Bahasa Arab Di Madrasah Aliyah Normal Islam Putera Rakha Amuntai," *Al Mi'yar: Jurnal Ilmiah Pembelajaran Bahasa Arab Dan Kebahasaaraban* 5, no. 1 (2022): 139, https://doi.org/10.35931/am.v5i1.881.

[28] Lutfiana, "Analisis Kompetensi Profesional Guru Melalui Penggunaan Media Pembelajaran Berbasis Information Technology."

[29] Amrullah, Hidayat, and Afnanda, "Barnâmij Idârah At-Ta'allum Fî Ta'lîm Al-Lughah Al-'Arabiyyah Fî Indûnisiya."

During their time as Arabic teachers at Trensains Muhammadiyah Sragen High School, they always start their learning by reviewing previous material. This was revealed in an interview with one of the teachers who stated that "they always open the lesson to review the previous subject". In addition, this was also revealed in interviews with teachers who said that "examples are often given in everyday life, so that students understand lessons more easily". Teacher skills are needed for teaching management, such as: subject mastery, learning models that are appropriate to the material taught in class. Trensains Muhammadiyah Sragen SMA teachers must be able to choose media/sources to carry out learning in accordance with the standards of the learning content itself.

Learning Evaluation in Improving the Quality of Education

Evaluation is a means to see progress or obstacles to achievement. Barriers to judgment are usually heavily influenced by an individual's ability to determine the appropriate technique and type of assessment. Evaluation must be carried out in every process, because the goal is to determine the level of progress and try to improve or overcome obstacles that arise.[30]

Learning assessment is the process of determining the value of learning achieved through activities that assess and measure learning.[31] Measuring and learning is the process of comparing the success rate of learning that is determined quantitatively, while learning and evaluating learning is the process of determining the value of learning success qualitatively.

The Arabic teacher at Trensains Muhammadiyah Sragen High School in providing evaluations after each subject learning is evidenced by the teacher's assessment leger data which provides evaluation assessments given to students with different timescales. Each assessment activity has three implications, namely assessment is a continuous process, not only at the end of teaching.[32] Second, but the assessment process also leads to a specific goal, which is to generate different responses to improve learning. Third, evaluation requires the use of accurate and meaningful measurement tools. Like the Arabic language teacher at Trensains Muhammadiyah Sragen High School, the teacher usually gives an assessment in the form of exercises that students can do in the dormitory.

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[30] Rina Febriana, *Evaluasi Pembelajaran*, pertama (Jakarta: PT. Bumi Aksara, 2019), https://books.google.co.id/books?hl=id&lr=&id=moM_EAAAQBAJ&oi=fnd&pg=PP1&dq=evaluasi+pembelajaran+&ots=Vz0_6x3PHy&sig=riIZ-InRDPWev2eeJu8vV1yB4UQ&redir_esc=y#v=onepage&q=evaluasi pembelajaran&f=false.

[31] Widyanto and Wahyuni, "Implementasi Perencanaan Pembelajaran."

[32] Febriana, *Evaluasi Pembelajaran*.

CONCLUSION

The Arabic teachers demonstrate a high level of skill in class planning, particularly in terms of learning preparation. They diligently create lesson plans that align with the provided instructions. This is evident in the process of creating educational resources, allocating time, collecting information about the materials used for teaching, the teacher's effective approach to facilitating learning, adherence to agreed-upon implementation practices, and alignment with the relevant curriculum. This is accomplished by thoroughly examining the content prior to modifying it for the goal of media or learning. The teacher students to contemplate on instructional contents and utilize suitable educational media resources. In order to enhance the quality of teaching, the teacher's assessment of their own learning is commendable. The teacher assesses each subject using their own evaluation materials and provides assessments to students at various intervals. The instructor assigns objective values depending on the students' ability.

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