



Evaluation of Learning Program in Improving Teacher Competence of Madrasah Tsanawiyah in Bengkulu

Nadrah ¹, Puji Rahayu ²

University of Canberra Australia ¹, University of Canberra Australia ²

nadrah.nadrah@canberra.edu.au, puji.rahayu@canberra.edu.au

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Abstract: Teacher competence in learning still got difficulties in terms of pedagogical competence, personality competence, social competence and professional competence. The aim of this research was to evaluate and analyze learning programs in improving teacher competency. This research used the *Context, Input, Process, and Product* (CIPP) method with primary and secondary data sources. The research results showed that (1) in context, teacher competency is generally quite good, but there were still teachers who could not display their professionalism; (2) learning program input, 20% was not appropriate, 20% teacher competency was not able to make plans. The learning implementation level of 40% had not been implemented according to the program. The learning outcomes evaluation level of 40% was not in accordance with the plans that had been prepared, the budget and facilities were generally quite available, but they were still quite limited; (3) the process of implementing learning in general was quite good, but there were still teachers whose punctuality was still weak, the application of learning methods, evaluation and monitoring, human resource development, teacher recruitment, and services and innovative creative behavior were still found to be not optimal and there were still obstacles ; and (4) The products or achievements of the learning program were generally quite good, but there were still teachers who had not been able to demonstrate their professionalism. Therefore, it can be concluded that the results of the learning program evaluation in general revealed that teacher competence was quite good, but there were some teachers whose competence was not optimal. Thus, teachers were advised to improve teacher competency and improve evaluation of teacher learning programs in schools.

Keywords: Evaluation of Learning Program, Teacher Competence, Madrasah Tsanawiyah

Abstrak: Kompetensi guru dalam pembelajaran masih mengalami kesulitan baik dari segi kompetensi pedagogik, kompetensi kepribadian, kompetensi sosial dan kompetensi profesional. Tujuan penelitian ini untuk mengevaluasi dan menganalisis program pembelajaran dalam meningkatkan kompetensi guru. Penelitian ini menggunakan metode *Context, Input, Process, and Product* (CIPP) dengan sumber data primer maupun data sekunder. Hasil penelitian menunjukkan bahwa (1) *context*. Kompetensi guru secara umum cukup baik, namun masih ada guru yang belum dapat menampilkan keprofesionalannya; (2) *input* program pembelajaran, 20% belum sesuai. Kompetensi guru 20% belum mampu membuat rencana. Tingkat pelaksanaan pembelajaran 40% belum dilaksanakan sesuai program. Tingkat evaluasi hasil pembelajaran 40% tidak sesuai rencana yang telah disusun, anggaran, dan fasilitas secara umum cukup tersedia, namun masih cukup terbatas; (3) proses pelaksanaan pembelajaran secara umum cukup baik, namun masih ada guru masih lemah ketepatan waktu, penerapan metode pembelajaran, evaluasi dan monitoring, pengembangan sumberdaya manusia, rekrutmen tenaga guru, dan pelayanan serta perilaku kreatif inovatif masih ditemukan belum maksimal dan masih terdapat hambatan; dan (4) *Produk* atau capaian dari program pembelajaran secara umum cukup baik, namun masih ada guru yang belum dapat menunjukkan profesionalitasnya. Sehingga dapat disimpulkan bahwa hasil evaluasi program pembelajaran secara umum kompetensi guru cukup baik, namun terdapat sebagian guru kompetensinya belum optimal. Dengan demikian guru disarankan untuk meningkatkan kompetensi guru dan meningkatkan evaluasi program pembelajaran guru di sekolah.

Kata Kunci: Evaluasi Program Pembelajaran, Kompetensi Guru, Madrasah Tsanawiyah



Introduction

Competencies are abilities, skills and knowledge from the social life environment and work environment that are absorbed, mastered and used as instruments to create value in carrying out tasks and work optimally. As regulated in Republic of Indonesia Law no. 14 of 2005 concerning teachers and lecturers, states that competency is a set of knowledge, skills and behavior that must be possessed, internalized and controlled by teachers and lecturers who carry out their professionalism. Teacher competency is also assessed as a reflection of a person's professional level.¹ Professional teachers are teachers who have four competencies, namely pedagogical competence, personality competence, professional competence and social competence.² Teacher competency is also called teacher ability. The competencies that teachers must have are; (1) pedagogical competence; (2) personality competence; (3) social competence; and (4) professional competence.³ Pedagogical competency is a teacher's ability regarding theoretical and practical mastery in learning, such as the ability to manage learning, plan

and implement learning, evaluate learning outcomes, and develop students to actualize the various potentials they have.⁴

First, pedagogical competency is the ability to manage learning which includes the concept of teaching readiness which is demonstrated through mastery of teaching knowledge and skills.⁵ Second, personality competency is the ability to develop personality, interaction, communication and the ability to carry out guidance and counseling. Personality competency is related to the appearance of the teacher as an individual who is disciplined, has a good appearance, is responsible, has commitment, and has a role model.⁶ Third, social competence is a prerequisite and is an important part of supporting the implementation of teacher duties, in addition to other competencies. Considering the position of teachers as people who are expected to be the role models, have good personalities, act and behave well, create close and harmonious interaction and communication in dealing with other people.⁷ Fourth, professional competency is the ability

¹Sudrajat, J. (2020). Kompetensi guru di masa pandemi COVID-19. *Jurnal Riset Ekonomi Dan Bisnis*, 13(1), 100-110.

²Damanik, R. (2019). Hubungan kompetensi guru dengan kinerja guru. *Jurnal Serunai Administrasi Pendidikan*, 8(2).

³Astari, A. R. N. A. N., Khairiah, K., & Mindani, M. (2022). Peran Manajemen Sumber Daya Manusia Dalam Proses Implementasi Kompetensi Pedagogik Dosen Pada Pembelajaran Tatap Muka Terbatas Di Fakultas Tarbiyah Dan Tadris Uin Fatmawati Sukarno Bengkulu. *Annizom*, 7(2), 122-129.

⁴Khairiah, K. Peran Kepemimpinan Dalam Upaya Peningkatan Kompetensi Guru Madrasah Aliyah Di Provinsi Bengkulu.

⁵Astari, A. R. N. A. N., Khairiah, K., & Mindani, M. (2022). Peran Manajemen Sumber

Daya Manusia Dalam Proses Implementasi Kompetensi Pedagogik Dosen Pada Pembelajaran Tatap Muka Terbatas Di Fakultas Tarbiyah Dan Tadris Uin Fatmawati Sukarno Bengkulu. *Annizom*, 7(2), 122-129.

⁶Solong, N. P., & Husin, L. (2020). Penerapan Kompetensi Kepribadian Guru Pai. *Ta'dibuna: Jurnal Pendidikan Agama Islam*, 3(2), 57-74.

⁷MAZRUR, Mazrur; SURAWAN, Surawan; YULIANI, Yuliani. Kontribusi Kompetensi Sosial Guru dalam Membentuk Karakter Siswa. **Attractive: Innovative Education Journal**, [S.l.], v. 4, n. 2, p. 281-287, aug. 2022. ISSN 2685-6085. Available at: <https://attractivejournal.com/index.php/aj/article/view/452>. Date accessed: 21 may 2024. doi: <http://dx.doi.org/10.51278/aj.v4i2.452>.



to master educational foundations including; understand the aims of education, the function of education and the principles of education, the ability to master teaching materials including subject matter contained in the curriculum and enrichment materials, the ability to prepare teaching programs, including the ability to determine learning competencies, develop learning materials and learning strategies, the ability to compile tools assessment of learning outcomes and learning processes.⁸ Learning is assistance provided by someone so that the process of acquiring knowledge, mastering skills and habits, and forming students' attitudes and self-confidence can occur. So learning is referred to as a process of helping students to learn well.⁹ Thus, evaluating learning programs is very important because it can increase teacher competence in the learning process.

However, the reality in the field shows something different, namely that there are still teachers who are not competent in learning or are not yet able to carry out their professionalism such as guiding, educating, directing and making the nation's life smarter through creating learning programs, implementing the learning process, implementing an assessment system and following up on assessment results. As studied

by Sudrajat, J. (2020) showed that teacher competence related to mastery of literacy and science and technology, classroom management and communication competence and social competence is not yet optimal.¹⁰ Educational institutions have not been able to produce quality human resources. Professional competence related to the field of study is still weak, such as the subjects being taught are not yet ready, competency standards and content standards, as well as the teaching materials in the curriculum are not yet optimal, understanding of the structure, concepts and scientific methods that cover the teaching materials is still weak and the application of the concepts science in everyday life is not yet optimal.¹¹ Teacher competency is still low in meeting the standards that have been set.¹² Teachers have difficulty improving their competence, especially in the field of information technology and providing quality teaching.¹³ Teachers who have passed certification apparently do not show a significant increase in competency, factors that influence teacher competency including achievement motivation and teacher competency are still not optimal.¹⁴ Teacher competency in preparing lesson plans is still low due to teachers' lack of knowledge in preparing

⁸Bagou, D. Y., & Suling, A. (2020). Analisis kompetensi profesional guru. *Jambura Journal of Educational Management*, 122-130.

⁹Elis Ratna Wulan, E., & Rusdiana, A. (2015). Evaluasi pembelajaran.

¹⁰Sudrajat, J. (2020). Kompetensi guru di masa pandemi COVID-19. *Jurnal Riset Ekonomi Dan Bisnis*, 13(1), 100-110.

¹¹Damanik, R. (2019). Hubungan kompetensi guru dengan kinerja guru. *Jurnal Serunai Administrasi Pendidikan*, 8(2).

¹² Rohman, H. (2020). Pengaruh kompetensi guru terhadap kinerja guru. *JURNAL*

MADINASIKA Manajemen Pendidikan dan Keguruan, 1(2), 92-102.

¹³ Rohmiyati, R. (2023). Fenomena Pembelajaran Jarak Jauh dan Dampaknya Pada Kompetensi Guru PAI Jenjang Smp Se Kabupaten Gunungkidul. *Al-Khos: Jurnal Pendidikan Agama Islam*, 3(2), 80-88.

¹⁴ Nugraha, N. (2019). Pengaruh motivasi berprestasi dan kompetensi terhadap kinerja guru. *Jurnal Pendidikan Akuntansi & Keuangan*, 2(2), 1-5.



lesson plans, due to lack of guidance and training from the relevant agencies, so teachers take shortcuts by taking from the internet and buying ready-made lesson plans, and then adapting them to appropriate lessons.¹⁵ It also Includes the problems in schools with special needs, the process of implementing inclusive learning. The competency domains of student, assessment, instruction, collaboration, communication and professional have a medium majority, while for the content domain the majority are low.¹⁶ Therefore, educational institutions fail to create competent human resources in terms of intelligence, morality, spirituality, professionalism and competitiveness.¹⁷ Thus, this research is very important to be discussed in depth to improve teacher competence.

The aim of this research is to evaluate learning programs in improving the competency of Madrasah Tsanawiyah teachers in Bengkulu. To make it easier to achieve goals, the author formulates four questions related to the learning program and four teacher competencies, namely pedagogical competence, personality competence, social competence and professional competence. The questions are as follows; (1) what is the context of the learning program in improving teacher competency; (2) how is the input of the learning program in improving teacher competence; (3) how does the learning

process improve teacher competence; and (4) how do learning program products improve teacher competency?

Methodology

This article entitled evaluation of learning programs in improving the competency of Madrasah Tsanawiyah teachers in Bengkulu by using descriptive qualitative methods, the CIPP (context, input, process and product) evaluation model approach. Context evaluation means assessing the needs, problems and objectives of learning programs in improving teacher competence. Input Evaluation is intended to assess alternative approaches, action plans, staff plans, and financing of learning programs in improving teacher competency. The purpose of process evaluation is to assess the implementation of the plans that have been set in improving teacher competence, and product evaluation is intended to assess the results achieved, and evaluation of these results can be divided into assessments of impact, effectiveness, sustainability and adaptability.¹⁸ The sources of data and documents in this study used various sources, both online media, print media, and documents; including scientific books, scientific articles, magazines, newspapers and other documentation related to the evaluation of learning programs in teacher competency. The data obtained was analyzed through several stages of data collection,

¹⁵ Mawardi, M. (2019). Optimalisasi Kompetensi Guru Dalam Penyusunan Rencana Pelaksanaan Pembelajaran. *Jurnal Ilmiah Didaktika*, 20(1), 69-82.

¹⁶ Damayanti, T., Hamdan, S. R., & Khasanah, A. N. (2017). Kompetensi guru di dalam proses pembelajaran inklusi pada guru SD negeri di Kota Bandung. *Schema: Journal of Psychological Research*, 79-88.

¹⁷ Anhar, J., Darmayanti, R., & Usmiyatun, U. (2023). Pengaruh Kompetensi Guru Agama Islam Terhadap Implementasi Manajemen Sumber Daya Manusia Di Madrasah Tsanawiyah. *Assyfa Journal of Islamic Studies*, 1(1), 13-23. <https://doi.org/10.61650/ajis.v1i1.136>

¹⁸ Khairiah, K. (2019). Dari Ruang Kelas: Evaluasi Kelembagaan Pendidikan Islam Program Studi manajemen Pendidikan Islam Pascasarjana IAIN Bengkulu.



namely (1) data reduction; (2) Presentation of data (data display); and (3) drawing conclusions.¹⁹

Discussion

Context of Learning Program in Teacher Competency

In the context of the learning program in improving teacher competency, there are several things that are evaluated, namely the needs, problems and objectives of the development program which are discussed as follows.

First, needs. An evaluation of the needs of this learning program was made, based on several needs for the benefit of educational institutions, namely, to increase teacher competency to become professional teachers to support the quality of national education in Indonesia. Educational institutions really need competent teachers. Tsanawiyah Madrasas are also very important for producing competent human resources to support the quality of education in Indonesia. The results of the evaluation of learning programs in teacher competency at Madrasah Tsanawiyah in Bengkulu show that learning has been provided with a process of acquiring knowledge and knowledge by teachers, however, students' mastery of skills and habits, as well as the formation of students' attitudes and beliefs, have not been optimal. Therefore, Madrasah Tsanawiyah educational

institutions need continuous evaluation of learning programs to improve teacher competencies such as pedagogical competence, personality competence, social competence and professional competence.

Second, problems. The results of the evaluation of learning program problems in improving teacher competency are as follows; (1) Teacher competency in the pedagogical field, namely the teacher's ability to manage learning, is not yet optimal, such as teaching readiness which is demonstrated through mastery of knowledge and teaching skills;²⁰ (2) Teacher competency in personality, namely the teacher's ability to develop personality, interaction skills, communication skills and the ability to carry out guidance and counseling is also still not optimal. Such as the teacher's appearance, the figure of the teacher as an individual at the level of discipline, appearance, level of responsibility, level of work commitment, and level of teacher example is still weak;²¹ (3) Teacher competency in the social field of carrying out teacher duties other than at school, in addition to other competencies. Be a role model, have a good personality, act and behave well, create close and harmonious interaction and communication in dealing with other people in society;²² and (4) The competence of teachers in the professional field is still weak, it can be seen that their mastery of the basics of

¹⁹Huberman, M. (1990). Linkage Between Researchers and Practitioners: A Qualitative Study. *American Educational Research Journal*, 27(2), 363–391. <https://doi.org/10.3102/00028312027002363>

²⁰Akbar, A. (2021). Pentingnya kompetensi pedagogik guru. *JPG: Jurnal Pendidikan Guru*, 2(1), 23-30.

²¹Lase, F. (2016). Kompetensi kepribadian guru profesional. *Pelita bangsa pelestari pancasila*, 11(1).

²²MAZRUR, Mazrur; SURAWAN, Surawan; YULIANI, Yuliani. Kontribusi Kompetensi Sosial Guru dalam Membentuk Karakter Siswa. *Attractive: Innovative Education Journal*, [S.l.], v. 4, n. 2, p. 281-287, aug. 2022. ISSN 2685-6085. Available at: <https://attractivejournal.com/index.php/aj/article/view/452>. Date accessed: 21 may 2024. doi: <https://dx.doi.org/10.51278/aj.v4i2.452>.



education, such as understanding the aims of education, is weak, there are some teachers who have difficulty understanding the function of education, and teachers who do not master teaching materials such as lesson materials, curriculum, syllabus, lesson plans and enrichment materials, including preparing teaching programs, determining learning competencies, developing learning materials and developing learning strategies, preparing tools for assessing learning outcomes and learning processes.²³ Thus, in general the four teacher competencies mentioned above are still problems among Madrasah Tsanawiyah teachers in Bengkulu.

Third, Goals. The results of the evaluation of the objectives of the learning program are to improve teacher competence, such as pedagogical competence, (teachers having the ability to manage learning), personality competence, (teachers having the ability to manage and develop their personality), social competence, (teachers being role models, having good behavior, behaving well, acting, being kind, interact well, communicate intimately and harmoniously both at school and in society), professional competence, (mastering the basics of education, mastering learning materials, being able to carry out the learning process, and being able to evaluate learning outcomes). This is in line with efforts to realize quality of learning, so that teacher competency is an absolute requirement that must be met, namely professional human resources who can realize the quality of education.²⁴ Therefore, the quality of education can only be realized if Indonesia has

quality Madrasah Tsanawiyah, and to create quality Madrasah Tsanawiyah requires competent teachers. Evaluation of the Madrasah Tsanawiyah learning program is one of the main instruments for creating world-class competent teachers at Madrasah Tsanawiyah.

Input of Learning Program in Teacher Competency

Program input is one of the determining factors in achieving success in a learning program. In the context of a learning program, input is very much needed, such as human resources, budget and facilities. The results of the evaluation of the three things mentioned above are explained as follows.

First, human resources as teachers can be seen in creating learning programs such as syllabus of work plans, lesson plans, implementing the learning process according to plans that have been made, carrying out evaluations, and following up on evaluation results. Teacher competency continues to be improved through evaluation of learning programs carried out by school principals and supervisors and support from Madrasah Tsanawiyah educational institutions, and education as well as training. Related to increasing understanding of learning and increasing teacher competence such as pedagogical competence, personality competence, social competence and professional competence. Apart from the quality aspect of teacher human resources, it is also seen from the quantity aspect, because the quantity of teachers also influences the success of the teacher's learning program in carrying out its main tasks in the learning

²³Bagou, D. Y., & Sukung, A. (2020). Analisis kompetensi profesional guru. *Jambura Journal of Educational Management*, 122-130.

²⁴Khairiah, K., & Sirajuddin, S. (2019). The effects of university leadership management:

efforts to improve the education quality of state institute for Islamic studies (IAIN) of Bengkulu. *Jurnal Pendidikan Islam Yogyakarta*, 7(2), 239-266.



process.²⁵ The results of the human resources evaluation show that the number of teachers is adequate according to needs, the level of suitability reaches 80% while 20% is not yet suitable, because there are still limitations in quantity. Meanwhile, the results of the evaluation of teacher competency show that 80% of teachers have made learning program plans, while 20% have not been able to make plans. The level of learning implementation is 60% carried out according to the work program that has been prepared and 40% has not been carried out according to the program. The level of evaluation of learning outcomes is 60%, while 40% do not match the plans that have been prepared. Thus, human resources need to be increased.

Second, Budget. The results of the budget evaluation show that the budget used for teacher learning programs comes from various parties, both from the government and from individual teachers independently.²⁶ So far, the budget allocated for the teacher learning program is relatively adequate, however, the Madrasah Tsanawiyah budget has limitations, so in practice teachers still incur costs to increase their competency independently, such as continuing their education to a higher level such as Bachelor's, Master's and Doctoral degrees, then for development. teachers' knowledge and skills following the KKG and MGMP independently pay for transportation.

Third, facilities. The evaluation results regarding the facilities available at Madrasah Tsanawiyah show that in general the facilities

are adequate, it appears that they have classrooms for carrying out the learning process, the condition of the tables and chairs is quite adequate and some teachers have carried out the learning process actively, the library space is quite adequate.²⁷ However, information technology facilities are still limited, so the learning process is difficult to obtain information, because the internet network is not evenly distributed, and needs to be improved, especially in terms of internet access speed or equal distribution of the internet network. Apart from the limited internet network, the availability of computers and laptops is also limited, so there are still teachers who find it difficult to apply their professionalism. For example, guiding, educating, directing and educating students through creating learning programs, implementing the learning process, implementing an assessment system and having difficulty following up assessment results. It also finds it difficult in class management and communication competence. Further, It finds that social competence is not optimal and teachers are not yet ready for the subjects being taught. The competency standards, content standards and teaching materials in the curriculum are not optimal, understanding of the structure, concepts and scientific methods that cover the teaching material is still weak and the application of scientific concepts in everyday life is not optimal. Factors that influence teacher competence include achievement motivation and competence which are still not

²⁵Cahya, A. D., Rahmadani, D. A., Wijiningrum, A., & Swasti, F. F. (2021). Analisis pelatihan dan pengembangan sumber daya manusia. *YUME: Journal of Management*, 4(2).

²⁶Majid, J. (2016). Pengaruh perencanaan anggaran dan evaluasi anggaran terhadap kinerja organisasi dengan standar biaya sebagai variabel

moderating pada Pemerintah Daerah Kabupaten Wajo. *Jurnal Ilmiah Akuntansi Peradaban*, 2(2).

²⁷Asmaradhana, E. T., Purnomo, A., & Idris, I. (2021). Evaluasi Daya Layan Fasilitas Pendidikan di Kota Blitar. *Geodika: Jurnal Kajian Ilmu dan Pendidikan Geografi*, 5(1), 53-62.



optimal.²⁸ Teacher competency in preparing work program plans is still low, due to teachers' lack of knowledge in preparing syllabus, lesson plans, and lack of guidance and training from related agencies. The facilities for scientific books are still considered lacking, only textbooks are available, so it is still difficult to find reading sources, laboratory space is adequate, but it has not been implemented optimally, information technology support at Madrasah Tsanawiyah is quite adequate. Thus, the existing facilities at Madrasah Tsanawiyah are generally quite adequate, but still limited and need to be improved.

Learning Process in Teacher Competency

The program learning process is a very important stage and determines the success of a learning program. Aspects related to the learning program process are timeliness, application of learning methods, evaluation and monitoring, human resource development, teacher recruitment, services and obstacles experienced.²⁹ For an explanation of each aspect, it is explained as follows.

First, punctuality. The results of the evaluation of the learning process regarding the timeliness of the implementation of learning for Madrasah Tsanawiyah teachers have been carried out as the academic calendar that has been made every year. For the implementation of learning programs such as learning, daily exams, mid-semester exams

and final exams and other types of exams have also been carried out on time. But sometimes the implementation time changes if there are other urgent activities. Currently, many teachers still experience difficulties in promotion, because there are special requirements such as scientific publications. So many teachers are hampered by promotion and are stuck at rank/class IV/A. They find it difficult to write scientific article to publish it in reputable national and international journals.³⁰ Therefore, teachers need to improve their competency through training or even higher education.

Second, application of learning methods. The results of the evaluation of Madrasah Tsanawiyah teachers show that so far, the implementation of teachers' learning methods has been mediocre, students sit and listen to the teacher's lectures, obeying the teacher's orders and looking a bit uncomfortable. The learning method used by teachers is like lectures and there is little discussion. The choice of method is generally lectures where the students listen to topics and material presented by the teacher during the learning process.³¹

Third, evaluation and monitoring. The results of evaluation and monitoring of the learning program carried out for teachers have gone quite well. Evaluation is carried out through tests or instruments to see the level of teachers' learning abilities including learning management, learning foundations,

²⁸ Nugraha, N. (2019). Pengaruh motivasi berprestasi dan kompetensi terhadap kinerja guru. *Jurnal Pendidikan Akuntansi & Keuangan*, 2(2), 1-5.

²⁹ Putri, A. D. K., & Imaniyati, N. (2017). Pengembangan profesi guru dalam meningkatkan kinerja guru (Professional development of teachers in improving the performance of teacher). *Jurnal Pendidikan Manajemen Perkantoran*, 2(2), 93-101.

³⁰Khairiah, K. (2021). Kinerja Guru Dalam Perspektif Budaya Organisasi, Kepemimpinan Dan Motivasi Kerja.

³¹ Handayani, F., Ruswandi, U., & Arifin, B. S. (2021). Pembelajaran PAI di SMA: (Tujuan, Materi, Metode, dan Evaluasi). *Jurnal Al-Qiyam*, 2(1), 93-101.



learning processes and evaluation of learning outcomes. And the competency level of teachers includes (1) pedagogic competence. It contains managing learning such as the concept of teaching readiness which is demonstrated through mastery of knowledge and teaching skills; (2) personality competence. Such as the appearance of the teacher as an individual who is disciplined, has a good appearance, is responsible, has commitment, and has a role model; (3) social competence. It is being a role model, having a good personality, acting and behaving well, creating close and harmonious interaction and communication in dealing with other people; and (4) professional competence. For instance, mastering educational foundations including; understand the aims of education, the function of education and the principles of education, the ability to master teaching materials including subject matter contained the curriculum and enrichment materials, the ability to prepare teaching programs, including the ability to determine learning competencies, develop learning materials and develop learning strategies, the ability to compose tools for assessing learning outcomes and learning processes. Meanwhile, supervision, monitoring and evaluation have been carried out by the school principal and a team of school supervisors appointed by the Ministry of Religion.

Fourth, human resource development. The results of it shows that the Madrasah Aliyah teaching staff/teachers have made various efforts to develop human resources. Involving teachers in education and training, workshops, KKG and MGMP according to their respective fields, as well as providing guidance

from leaders to improve their competence. Another effort made to develop teachers at Madrasah Tsanawiyah is by providing opportunities for teachers to continue their education to higher levels such as Masters and Doctoral degrees. And outstanding teachers are promoted through promotion, both functional positions and structural positions.

Fifth, Recruitment. The evaluation results show that the recruitment of teachers so far has been recruited by Madrasah Tsanawiyah following the policy of the Head of the Regional Office of the Ministry of Religion of Bengkulu Province, so that the Madrasah Tsanawiyah School only accepts personnel placed by the Head of the Regional Office of the Ministry of Religion of Bengkulu Province. Placements are usually adjusted to the educational qualifications of each subject for the teacher. Therefore, the educational qualifications to become a teacher are in accordance with the subjects taught, religious and generally, the teacher qualifications must be at least a bachelor's degree in accordance with the subjects taught. The recruitment process has been carried out transparently based on the school's needs and competencies. However, Madrasah Tsanawiyah sometimes recruits inappropriately transparent, such as teacher needs can be announced widely and those who have the ability can apply. This often causes the teachers assigned to Madrasah Tsanawiyah often non-linear.³²

Sixth, Service. The results of the teacher service evaluation show that the services provided by teachers so far have provided a fast response in providing services to students and madrasah management.

³²Khairiah, K. (2021). Kinerja Guru Dalam Perspektif Budaya Organisasi, Kepemimpinan Dan Motivasi Kerja.



Teachers have tried to provide excellent service. Madrasah Tsanawiyah teachers are also considered to have enough concern to help, and in general teachers always show professionalism in carrying out their duties. However, there are still teachers who have not been able to show their professionalism, such as managing learning which includes the concept of teaching readiness which is demonstrated through mastery of teaching knowledge and skills, the appearance of the teacher as a person including discipline, good appearance, responsibility, commitment, and being an example, being a role model, have a good personality, act and behave well, create close and harmonious interaction and communication in dealing with other people, and master the basics of education including understanding the goals of education, educational functions and principles, mastering teaching materials, curriculum and enrichment materials, and develop optimal learning outcomes assessment tools.

Seventh, Obstacles. The obstacles faced in the process of implementing learning programs are that some teachers have difficult experience in realizing their competencies such as pedagogical competence, personality competence, social competence and professional competence. The results of the evaluation of the implementation of the teacher learning program also reveal that there is nothing very urgent, because any obstacles can be handled and anticipated well by teachers and school management principals. However, in general, the implementation of learning programs can

be said not to be optimal, due to the limited quantity and quality of teachers, and the budget of Madrasah Tsanawiyah. To optimize the implementation of learning programs, additional competent teachers are needed, and a budget to increase teacher competency, so that Madrasah Tsanawiyah can create more effective programs to increase teacher competency. Madrasah Tsanawiyah needs to adjust programs and activities in accordance with the available budget, so there is no freedom in providing programs and facilities to improve teacher competence, both pedagogic competence, personality competence, social competence and professional competence of Madrasah Tsanawiyah teachers.

Learning Program Product in Teacher Competency

The implementation product of each program must have a vision, mission, goals and objectives to be achieved. To determine the level of achievement, evaluation activities are needed. As Khairiak et al. (2019) explains product evaluation means identifying and assessing results, both desired and undesirable, short and long term to keep teachers focused on achieving important results.³³ Product evaluation is also related to impact, effectiveness, sustainability and ease of transport.³⁴ The Madrasah Tsanawiyah teacher learning program is carried out to improve teacher competence, namely pedagogic competence, personality competence, social competence, and professional competence including responsive character, responsiveness and Trengginas.³⁵ If

³³Khairiah, K. (2019). Dari Ruang Kelas: Evaluasi Kelembagaan Pendidikan Islam Program Studi manajemen Pendidikan Islam Pascasarjana IAIN Bengkulu.

³⁴Raibowo, S., & Nopiyanto, Y. E. (2020). Evaluasi Pembelajaran Pendidikan Jasmani

Olahraga & Kesehatan pada SMP Negeri Se-Kabupaten Mukomuko melalui Pendekatan Model Context, Input, Process & Product (CIPP). *Jurnal Pendidikan Kesehatan Rekreasi*, 6(2), 146-165.

³⁵Ghofur, M. A., Sovian, A., Andi, A., & Jonathan, P. (2024). 3. MANAJEMEN STRATEGI



every Madrasah Tsanawiyah teacher possesses these three characters, it is believed that they can create world-class, competent teachers.

First, the responsive aspect. Responsiveness means professional teachers who have the knowledge and skills and are proficient in their main tasks, functions and responsibilities and can respond to various changes that occur in the future. The evaluation results show that the teachers have quite good readiness to carry out their main tasks, functions and responsibilities at work. However, there are still teachers who have not been able to demonstrate their professionalism, such as managing learning, including teaching readiness through mastery of teaching knowledge and skills, appearance, the figure of the teacher as a person, including discipline, good appearance, responsibility, commitment, example, role model, personality, good behavior, interaction and communication. In relating to other people is not yet optimal, and the foundation of education including educational goals, educational functions, and educational principles, teaching materials, curriculum and enrichment materials, as well as tools for assessing learning outcomes have not been implemented optimally. There are still teachers who do not show innovative behavior. As the research results of Asbari et al. (2020) show that as the service sector grows and competition between intensive business services, innovative management

needs to be in place to ensure sustainable development and a leading competitive position. However, studies focused on specific actions that influence innovative behavior among teachers are still scarce. The main reason lies in the specific service context: innovation in the service industry is considered a complex question.³⁶ Therefore, the innovative behavior of professional teachers and competent teachers is very important in learning.

Second, the tanggon aspect. Tanggon means that teachers as educators have a professional teaching profession with high behavior, attitude, mentality and morals who are always ready to work under any conditions. As Putra, T.F. (2017) explained that teacher competency can be improved through evaluation of learning programs, encouraging teachers to improve their knowledge and skills in teaching. However, obstacles to improving teacher competency are influenced by two factors, namely internal and external. In internal factor, there are some teachers who do not teach in their field. Meanwhile, the lack of budget to attend education and training is external factor.³⁷ The evaluation results show that in general Madrasah Tsanawiyah teachers have tenggon character in the sufficient category. Thus, Madrasah Tsanawiyah is obliged to improve teacher competence, such as pedagogic competence, personality competence, social competence and professional competence in order to produce competent teachers with strong tenggon

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³⁶Asbari, M., Wijayanti, L., Hyun, C. C., Purwanto, A., Santoso, P. B., Bernarto, I., Pramono, R., & Fayzhall, M. (2020). The role of knowledge transfer and organizational learning to build innovation capability: Evidence from Indonesian automotive industry. *International Journal of*

Control and Automation, 13(1), 319–333. <http://serisc.org/journals/index.php/IJCA/article/view/5732>

³⁷Putra, T. F. (2017). *Peran kepala sekolah dalam meningkatkan kompetensi pedagogik dan kompetensi profesional Guru IPS di Madrasah Aliyah Negeri 1 Kota Bima* (Doctoral dissertation, Universitas Islam Negeri Maulana Malik Ibrahim).



character and ready to compete with other developed countries.

Third, the Trengginas aspect. Trengginas means teachers as professional staff with healthy and excellent physical condition. Excellent teacher conditions are needed because teachers' work focuses more on aspects that require physical involvement. As Rowiya, N., & Natuna, D. A. (2022) explain, the teacher's personal abilities such as health, ideal body posture and authority must be possessed by a teacher before learning takes place.³⁸ The evaluation results show that Madrasah Tsanawiyah teachers generally have good physical health to support the implementation of their main duties, functions and responsibilities at work, have strong physical endurance to support task demands, and have an ideal physical appearance or posture. Thus, Madrasah Tsanawiyah teachers generally have good Trengginas character, so they can increase their competence in learning and realize the quality of education in Indonesia.

Conclusion

Evaluation of learning programs in improving teacher competency is carried out by using the Context Input Process Product (CIPP) approach. The evaluation results can conclude that the learning program carried out by the teacher has done quite well. However, there are some teachers who have not been able to demonstrate their professional performance. Evaluation is carried out to see the teacher's level of ability in managing learning. The evaluation results show (1) Context of the learning program. So far, learning has been provided with a process of acquiring science and knowledge by the teacher, but the mastery of students' skills and

habits, as well as the formation of students' attitudes and beliefs are not optimal yet. The level of teachers' competence in pedagogical competence is weak, marked by managing learning, readiness to teach, mastery of knowledge and teaching skills is weak, teacher personality competence is also still weak, marked by the teacher's appearance, discipline, responsibility, and commitment are not optimal yet. Social competence is not optimal, yet which is shown from role models, personality, actions and behavior. Interaction and communication with other people is weak and so does professional competence marked by the weaknesses of educational foundation in terms of educational goals, educational principles, teaching materials, learning materials, curriculum, enrichment materials, learning competency teaching programs, learning materials, learning strategies, tools for assessing learning outcomes and learning processes; (2) learning program input. Human resources and the number of teachers is quite adequate, the level of suitability has reached 80% while 20% is not yet suitable. 80% of teachers' competency has made learning program plans, while 20% has not been able to make plans. The level of learning implementation is 60% carried out based on the work program that has been prepared and 40% has not been to the program. The level of evaluation of learning outcomes is 60%, while 40% do not match the plans that have been prepared. The budget and facilities are generally available, but it is still quite limited; (3) the learning implementation process is generally quite good, but timeliness, application of learning methods, evaluation and monitoring, human resource development, teacher recruitment, and

³⁸Rowiya, N., & Natuna, D. A. (2022, December). Kewibawaan Guru Profesional Dalam

Pembelajaran Era Digital. In *Seminar Nasional Ilmu Terapan* (Vol. 6, No. 1, pp. T11-T11).



services and innovative creative behavior are still found to be not optimal and have obstacles; and (4) The products or achievements of the learning program are generally quite good, but there are some teachers who have not been able to demonstrate their professionalism, indicating that they are not managing learning optimally. They are not ready to teach, and their mastery of teaching knowledge and skills is still minimal. Their appearance and teacher figure are still lacking in discipline, appearance, responsibility, commitment, role model, personality, and behavior. Interaction and communication are not optimal, and do not understand the basics of education such as educational goals, educational functions, and educational principles, teaching materials, curriculum, and enrichment materials. Then, tools assessment of learning outcomes has not been carried out optimally. Thus, to improve teacher competency it is necessary to regularly evaluate learning programs for teachers in schools.

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