

Management of Competency Development for Islamic Religious Education Teachers in the Use of Learning Media at the Rahmat Islamiyah Foundation in Medan

Hasrian Rudi Setiawan^{1*}

Universitas Muhammadiyah Sumatera Utara^{*1}

^{*1}email: hasrianrudi@umsu.ac.id

Abstract: This research aims to analyze the management of competency development for Islamic religious education teachers in the use of learning media at the Rahmat Islamiyah Foundation in Medan. This research uses qualitative research methods, with a phenomenological type. Data was obtained using several data collection methods, namely: observation, interviews, and documentation. Then the data was analyzed using the Miles & Huberman interactive analysis model, with four stages: 1) data collection; 2) data reduction; 3) data presentation; 4) Drawing conclusions and verifying data. The technique used to guarantee the validity of the data is using triangulation. The results of the research show that schools manage the development of teacher competency in the use of learning media, namely by: 1) providing development training to teachers; 2) motivate teachers to innovate learning, especially in the use of learning media; 3) supervise every teacher who teaches; 4) carry out evaluations and provide rewards.

Keywords: Management, Teacher Competence, Use of Learning Media

Artikel Info

Received:

22 March 2024

Revised:

25 April 2024

Accepted:

27 May 2024

Published:

29 June 2024

Abstrak: Penelitian ini bertujuan untuk menganalisis terkait manajemen pengembangan kompetensi guru pendidikan agama islam dalam penggunaan media pembelajaran di Yayasan Rahmat Islamiyah Medan. Penelitian ini menggunakan metode penelitian kualitatif, dengan jenis fenomenologi. Data diperoleh dengan menggunakan beberapa metode pengumpulan data, yaitu: observasi, wawancara, dan dokumentasi. Kemudian data dianalisis dengan menggunakan model analisis interaktif Miles & Huberman, dengan empat tahapan: 1) pengumpulan data; 2) reduksi data; 3) penyajian data; 4) Penarikan Kesimpulan dan Verifikasi data. Teknik yang digunakan dalam melakukan penjaminan keabsahan data, yaitu menggunakan triangulasi. Hasil penelitian menunjukkan bahwa sekolah melakukan

pengelolaan terhadap pengembangan kompetensi guru dalam penggunaan media pembelajaran, yaitu dengan: 1) memberikan pelatihan pengembangan kepada guru; 2) memotivasi guru untuk melakukan inovasi pembelajaran, khususnya dalam penggunaan media pembelajaran; 3) melakukan pengawasan kepada setiap guru yang mengajar; 4) melakukan evaluasi dan pemberian reward.

Kata Kunci: Manajemen, Kompetensi Guru, Penggunaan Media Pembelajaran

A. Introduction

The learning process in the classroom today has been influenced by technological advances (Kharis & Zili, 2022; Aeni et al., 2022). Therefore, every person who wants to dedicate himself to the profession as a teacher is required to continue to innovate in improving the quality of learning in order to increase the quality of students' education. Thus, people who want to work as teachers must master technology so that the learning activities they organize can run well (Hasrian Rudi Setiawan, 2018; Baticulon et al., 2021).

The government, through the independent teaching platform (PMM), has facilitated teachers in developing their potential. Through this platform teachers can obtain information related to self-development and share information related to managing learning activities. However, the fact is that many teachers still have problems accessing the independent teaching platform (PMM). This is because many teachers do not have the knowledge to access this platform, so the independent teaching platform (PMM) prepared by the government, whose aim is to increase their competence in carrying out the learning process, has never been accessed at all.

If so, this condition illustrates that the quality of teachers is still low, especially in the use of learning media (Limbong & Setiawan, 2022). As we know, learning media is very helpful not only for teachers in conveying learning information, but also for students, one of which is helping clarify learning information and motivating students in learning (Gunawan, 2019). So that increasing their learning motivation correlates with increasing learning values and the quality of school education.

Regarding the quality of education at the elementary school (SD), middle school (SMP) and high school (SMA) levels, up to now it is still far from what we expected, and this is proven by their very low learning outcomes and some Some of them don't care about the learning activities they do. One of the causes is that teachers do not master the use of learning media which can increase students' motivation in learning (Rachmawati & Kurniawati, 2020; Pohan et al., 2022). This of course also usually affects learning outcomes or the level of absorption of the students themselves.

Increasing teacher competency is not only the government's task, but also part of the task of school leaders (Susanto, 2016). Why is it part of a school leader's job? This is because, there is a correlation between increasing teacher competence and the quality of teaching, the quality of graduates and the quality of a school. Increasing teacher competency is something that must be done by school leaders, if the school they lead wants to become a school of good quality. Therefore, an educational institution must have good management in an effort to increase teacher competency (Setiawan, 2021; Anam, 2021). Several things that can be done related to increasing teacher competency are strengthening the continuous improvement of teacher quality and professionalism which is embodied in component 2 of quality programs such as workshop activities, MGMP, technical guidance and others. This program is related to efforts to strengthen the structure for teacher quality development at the local level. One of the activities is the empowerment of various forums and working groups of teachers, school principals and school supervisors. In an effort to empower the working group or working group, the quality program develops a quality Learning Model and quality Learning Package which will become one of the main activities of the working group and forum.

Based on the results of initial observations at the Rahmat Islamiyah College Foundation, there are still many teachers who do not have competence in using learning media. According to the school principal and head of the foundation, there are 35% of teachers at the Rahmat Islamiyah Medan College Foundation who are unable to utilize learning media and use various kinds of applications or learning platforms. In general, there are still many, especially Islamic religious education teachers, who are less active in creating and using learning media. Teachers only focus on textbooks, package books

or teacher-centered learning. So learning seems monotonous, less interesting for students and does not motivate students to learn. In fact, Islamic religious education teachers in delivering their learning material can more easily provide understanding to students by utilizing learning media. For example, when teachers teach ablution material to students, the teacher can use learning videos, so that apart from making the learning activities more interesting and also the learning material will be conveyed more clearly to students.

The Perguruan Rahmat Islamiyah Medan Foundation has management related to increasing teacher competency, especially related to the use and development of learning media. This is done so that all teachers can improve their competence in teaching. Therefore, based on this background, the aim of this research is to analyze the management of competency development for Islamic religious education teachers in the use of learning media at the Rahmat Islamiyah Foundation in Medan.

B. Research Methods

This research was conducted at the Rahmat Islamiyah Medan College Foundation, which consists of two levels of education, namely junior high school and vocational school. The method used in this research is a qualitative research method, namely an action based on quality. Therefore, qualitative research is research that places more emphasis on the quality of the entity. Qualitative research methods are researchers' efforts to collect data based on natural backgrounds (Sugiyono, 2016). Qualitative research is more suitable for this type of research that understands social phenomena from the perspective of the participants (Straus & Corbin, 2019). Simply put, qualitative research can also be interpreted as research that is more suitable for examining a condition or situation of the research object.

This type of research is phenomenological research, which is a type of qualitative research that looks and hears more closely and in detail the individual's explanation and understanding of their experiences. Phenomenological research aims to interpret and explain the experiences a person experiences in life, including experiences when interacting with other people and the surrounding environment. Thus, in this study, the

researcher wanted to see how school leaders experienced management in increasing teacher competence in using learning media.

The techniques used in research include: 1) Observation, namely making observations of the object being studied. The type of observation used in this research is participatory observation, where the researcher is directly involved in the daily activities of the person being observed or used as a source of research data. The data to be obtained using observation is related to the management of competency development of Islamic religious education teachers in the use of learning media at the Rahmat Islamiyah Foundation in Medan; 2) Interview, namely carrying out verbal question and answer activities. This aims to obtain information from sources related to the information being researched. Interviews in this research were conducted with foundation heads, school principals, teachers and students; 3) Documentation, namely collecting records of past events, which can be in the form of writing, images, archives, etc. The technique used to guarantee the validity of the data in this research is triangulation, using source triangulation, method triangulation and theory triangulation.

Data analysis in this research uses the Miles & Huberman interactive analysis model, namely data analysis in qualitative research where activities are carried out interactively and continuously until the data reaches the saturation point (Miles & Huberman, 1992). This data analysis technique consists of four stages including: data collection, data reduction, data display, conclusion: drawing/verification. Miles & Huberman's interactive analysis model workflow, namely in figure B.1.

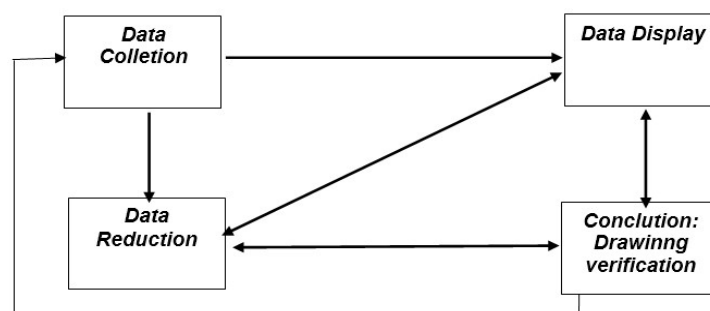


Figure 2.1: Interactive Model Data Analysis Components

C. Results and Discussion

A good school certainly has good management too. Because, schools that have good management are schools that carry out management activities. Management is a process carried out by someone in organizing activities carried out by individuals or groups (Albi & Setiawan, 2023; Syafaruddin; Nurmawati, 2011). Management can also be interpreted as the art of completing work through other people (Nurstalis et al., 2021). Thus, management means that a manager is tasked with organizing and directing other people to achieve organizational goals.

Every educational institution needs to carry out management in developing teacher competency. Moreover, teachers are a source of learning, although not the only source of learning for students, but the presence of teachers is something that must be present in carrying out learning activities. The teacher's role as a learning resource is closely related to mastery of subject matter. A teacher can be judged as good or bad based on his mastery of subject matter. In this way, it really acts as a learning resource for its students.

Based on the results of research at the Medan Rahmat Islamiyah College Foundation, it appears that all activities are managed, starting from managing planning activities, managing learning activities, managing development activities, managing students, managing human resources, managing facilities and infrastructure, even development activities. Teacher competency is also managed. Related to the management of teacher competency development, these include:

Based on the results of research at the Medan Rahmat Islamiyah College Foundation, it appears that all activities are managed, starting from managing planning activities, managing learning activities, managing development activities, managing students, managing human resources, managing facilities and infrastructure, even development activities. Teacher competency is also managed. Related to the management of teacher competency development, these include:

1. Planning Activities

The Chairman of the Foundation and the Principal of the School annually carry out plans for human resource development, including those aimed at increasing the

competence of teachers and education staff. The planning that is carried out every year is by making an annual work plan and budget (RKAT).

In the work plan and annual budget that is made, it is written what plans will be made for one year and the size of the budget needed to carry out each work program. The following are the main functions of RKAT: a) Activity Planning: RKAT functions as a guide for organizations in planning activities to be carried out over the next year. It covers various operational aspects, projects, and strategic initiatives that need to be undertaken to achieve organizational goals; b) Budgeting: RKAT also functions to detail the budget allocation for each planned activity. This helps in ensuring that financial resources are allocated efficiently and effectively according to organizational priorities; c) Control and Evaluation: With the RKAT, organizations can more easily control the implementation of activities and budget expenditures. RKAT allows organizations to periodically evaluate the realization of activities and budgets, and make adjustments if necessary; d) Transparency and Accountability: RKAT increases transparency and accountability in organizational financial management. All relevant parties can monitor and evaluate the use of the budget, ensuring that the allocated funds are used in accordance with the stated objectives; e) Basis for Decision Making: RKAT provides the information needed for management in making strategic and operational decisions. With good planning, management can make more informed and precise decisions (Mardiasmo, 2009; Halim, A., & Kusufi, 2012).

The annual work plan and budget, one of the contents of which is the planning for a program to improve the quality of teacher competence, is designed jointly through annual meetings, which in these meetings are discussed regarding the needs for carrying out learning activities. One need is to increase teacher competence in using and developing learning media, namely through training activities and workshops.

2. Providing Training to Teachers

The Rahmat Islamiyah Medan College Foundation annually provides training to teachers and education staff to develop competencies. The training was held in collaboration with related partners. Based on information from the school principal, competency development activities, especially for teachers and education staff, are

carried out four times a year. The partners who directly provide training to teachers and education staff are from the Muhammadiyah University of North Sumatra.

The aim of teacher competency development training activities is to improve teacher abilities and skills in various aspects of professionalism. The following are some of the specific objectives of this activity: 1) Improving the Quality of Learning: Improving teachers' abilities in designing and implementing effective and interesting learning processes, so as to improve student learning outcomes; 2) Technology Mastery: Equipping teachers with skills in the use of information and communication technology (ICT) to support learning, administration and professional development processes; 3) Increasing Pedagogical Competence: Developing teacher skills in teaching methods, classroom management, assessment and evaluation of learning, as well as understanding of the applicable curriculum; 4) Professional Competency Development: Increasing teachers' knowledge and skills in the field of study they teach, including the latest developments in that field; 5) Increasing Social Competence: Developing teachers' interpersonal and communication skills, both with students, parents and colleagues, to create a positive and collaborative learning environment; 6) Personal Competency Development: Increasing the integrity, professional ethics and responsibility of teachers as educators, as well as developing a positive attitude towards the teaching profession; 7) Preparation for Facing Educational Challenges: Preparing teachers to face various challenges in the world of education, such as curriculum changes, special needs of students, and social dynamics that influence education; 8) Career Development: Assist teachers in planning and developing their professional careers, including preparation for higher career paths or leadership roles in schools; 9) Increased Motivation and Job Satisfaction: Providing encouragement and motivation to teachers to continue learning and developing, as well as increasing their job satisfaction through increasing competence and appreciation for their profession; 10) Collaboration and Professional Networks: Encourage collaboration between teachers and build professional networks that can support the exchange of ideas, best practices and innovation in education (Guskey, 2002; Joyce, B., & Showers, 2002).

By achieving these goals, it is hoped that teachers can provide higher quality, relevant and effective education for students, and continue to develop as professionals in the field of education. Thus, training activities are part of the management carried out to increase teacher competence in developing learning media.

3. Motivate teachers to innovate learning, especially in the use of learning media.

The foundation and school principals always motivate teachers to innovate in learning. This form of motivation is in the form of directives, commands and enthusiasm for innovation in learning. Every teacher, especially Islamic religious education teachers, is required to always innovate in organizing learning activities. This is because there is a lot of learning material, which is not easy to convey without the help of learning media. Moreover, currently many applications are emerging that can be used to develop and create learning media. Because in essence the use of learning media has many benefits, including: 1) Increasing Student Understanding: Learning media helps present concepts and information in a way that is easier for students to understand. Visualizations, animations, and concrete examples can explain abstract concepts more effectively; 2) Increase Learning Motivation: Interesting and interactive media can increase students' interest and motivation to learn. The use of games, videos, and simulations can make learning more fun and challenging; 3) Supports Diverse Learning Styles: Every student has a different learning style (visual, auditory, kinesthetic). The use of various types of media can meet the needs of all students and improve their learning outcomes; 4) Facilitate Independent Learning: Learning media such as online modules, video tutorials, and learning applications enable students to study independently outside class hours; 5) Increase Interaction and Participation: Interactive media such as online quizzes, video discussions, and forums can increase student participation and encourage interaction between students and teachers and between fellow students; 6) Increase Learning Efficiency: Learning media can save time in delivering material, speed up the learning process, and facilitate storage and access to information; 6) Facilitate Learning Evaluation: Digital media makes it easier to track student progress, analyze learning outcomes, and provide

feedback quickly and accurately (Heinich, R., Molenda, M., Russell, J. D., & Smaldino, 2002).

Another motivation carried out by the leadership of the foundation is to give awards to teachers who are creative in carrying out teaching activities. This award was given during National Teachers' Day.

4. Supervise every teacher who teaches

Carrying out supervision activities on teachers who teach is an important part of efforts to improve the quality of education. Supervision aims to ensure that the learning process runs in accordance with established standards and to support teacher professional development (Glickman, C. D., Gordon, S.P., & Ross-Gordon, 2017). The supervision made by the foundation and the school principal is more about supervision related to the conformity between the learning implementation plan (RPP) and the material taught in class. Apart from that, the suitability between the material taught and the methods and media used in learning activities.

Supervision carried out at the Rahmat Islamiyah Medan College Foundation is carried out both directly and indirectly. Direct supervision is carried out by the principal observing the teaching activities carried out by the teacher directly both in the classroom and outside the classroom. Meanwhile, indirect supervision is carried out by the principal seeing and reading the teaching reports made by the teacher every semester.

Then, supervision is carried out at the Rahmat Islamiyah Medan College Foundation, apart from being carried out by internal parties, namely by the chairman of the foundation and the school principal. Supervision is also carried out externally, namely by school supervisors and graduate users, namely by creating a suggestion box in front of the school, so that the community as graduate users can provide suggestions and constructive criticism to the school.

5. Carrying out evaluations and giving rewards.

Teacher performance evaluation is an important process to measure teachers' effectiveness and efficiency in teaching and to support their professional development.

Effective evaluation helps improve the quality of education and student learning outcomes. The objectives of conducting evaluation activities are: 1) Ensuring that teachers use effective teaching methods and continue to develop their professional skills; 2) Provide constructive feedback and development opportunities to help teachers improve their competency and performance; 3) Ensure that teachers comply with applicable curriculum standards, school policies and professional ethics; 4) Through teacher performance evaluations, areas that need to be improved can be identified to improve overall student learning outcomes; 5) Provide objective and comprehensive data to support decision making regarding assignments, promotions or providing incentives for teachers (Stronge, 2018; Toch, T., & Rothman, 2008).

The Rahmat Islamiyah Education Foundation carries out evaluation activities for teachers and education staff both internally and externally. Internal evaluations are carried out by the school principal, head of the foundation, and students regarding how the teacher's performance was during one year. while external evaluation is carried out by school supervisors. Evaluation is carried out not only in relation to the teaching activities carried out by the teacher, but evaluation is also carried out on the plans made by the teacher before carrying out teaching activities.

D. Conclusion

The Rahmat Islamiyah Education Foundation has management in improving teacher competence in teaching, one of which is competence in developing learning media. There are several steps taken by the foundation in managing to improve the competence of teachers, especially Islamic religious education teachers, namely: carrying out planning every year by making performance plans and annual budgets, providing training to teachers and education staff regarding the development of learning media, providing motivation and rewards for teachers in developing learning media, supervising teachers both internally and externally and evaluating teacher competency development activities carried out.

Bibliography

Aeni, A. N., Handari, M. D., Wijayanti, S., & Sutiana, W. S. (2022). Pengembangan

Video Animasi Light Pedia Sebagai Media Dakwah Dalam Pembelajaran di SD.
Al-Madrasah: Jurnal Pendidikan Madrasah Ibtidaiyah, 6(3), 721.
<https://doi.org/10.35931/am.v6i3.1077>

Albi, N. A., & Setiawan, H. R. (2023). Manajemen Program Jumat Religi dalam Peningkatan Mutu Pembelajaran Agama Islam di UPT SMP Negeri 5 Medan. *Integrasi: Jurnal Studi Islam Dan Humaniora*, 1(2), 55.

Anam, N. (2021). Manajemen Kurikulum Pembelajaran PAI. *Ta'limDiniyah: Jurnal Pendidikan Agama Islam (Journal of Islamic Education Studies)*,.

Baticulon, R. E., Sy, J. J., Alberto, N. R. I., Baron, M. B. C., Mabulay, R. E. C., Rizada, L. G. T., Tiu, C. J. S., Clarion, C. A., & Reyes, J. C. B. (2021). Barriers to Online Learning in the Time of COVID-19: A National Survey of Medical Students in the Philippines. *Medical Science Educator*, 31(2), 615–626.
<https://doi.org/10.1007/s40670-021-01231-z>

Glickman, C. D., Gordon, S. P., & Ross-Gordon, J. M. (2017). *SuperVision and Instructional Leadership: A Developmental Approach*. Pearson.

Gunawan, A. A. R. (2019). *Media Pembelajaran Berbasis Industri 4.0* (1st ed.). Rajawali Pers.

Guskey, T. R. (2002). Professional Development and Teacher Change. *Teachers and Teaching: Theory and Practice*, 8(3), 381–391.

Halim, A., & Kusufi, M. S. (2012). *Akuntansi Keuangan Daerah*. Salemba Empat.

Hasrian Rudi Setiawan. (2018). *Media dan Sumber Belajar*. Bildung.

Heinich, R., Molenda, M., Russell, J. D., & Smaldino, S. E. (2002). *Instructional Media and Technologies for Learning*. Merrill Prentice Hall.

Joyce, B., & Showers, B. (2002). *Student Achievement through Staff Development*. Association for Supervision and Curriculum Development (ASCD).

Kharis, S. A. A., & Zili, A. H. A. (2022). Learning Analytics dan Educational Data Mining pada Data Pendidikan. *Jurnal Riset Pembelajaran Matematika Sekolah*, 6(1), 12–20.

Limbong, I. E., & Setiawan, H. R. (2022). Utilization of Audio Visual Media in Arabic Learning at SMP Rahmat Islamiyah Medan. *Maslahah: Jurnal Pengabdian Masyarakat*, 3(2), 76.

Mardiasmo. (2009). *Akuntansi Sektor Publik*. Andi Publisher.

Nurstalis, N., Ibrahim, T., & Abdurrohman, N. (2021). Peran Manajemen Sarana Dan Prasarana Dalam Meningkatkan Mutu Pembelajaran Di Smp Islam Cendekia Cianjur. *Jurnal Isema: Islamic Educational Management*, 6(1), 63–76.

<https://doi.org/10.15575/isema.v6i1.6579>

- Pohan, S., Mavianti, M., Setiawan, H. R., & Marpaung, A. H. (2022). Meningkatkan Minat Belajar Siswa dengan Menggunakan Media Bergambar dan Power Point Pada Mata Pelajaran Fiqih. *Edukasi Islami: Jurnal Pendidikan Islam*, 11(3), 779–788. <https://doi.org/10.30868/ei.v11i03.2446>
- Rachmawati, R., & Kurniawati, A. (2020). Pengembangan Instrumen Penilaian Tes Berbasis Mobile Online Pada Prodi Pendidikan Matematika. *Prima: Jurnal Pendidikan Matematika*, 4(1), 46. <https://doi.org/10.31000/prima.v4i1.1891>
- Setiawan, H. R. (2021). *Management Of New Student Admissions In Improving The Quality Of Graduates At SMP Islam Al-Ulum Terpadu Medan*. 2, 843–850.
- Straus, A., & Corbin, J. (2019). *Dasar-dasar Penelitian Kualitatif*. Pustaka Belajar.
- Stronge, J. H. (2018). *Qualities of Effective Teachers*. ASCD.
- Sugiyono. (2016). *Metode Penelitian Kuantitatif, Kualitatif dan R&D*. Alfabeta.
- Susanto, A. (2016). *Manajemen Peningkatan Kinerja Guru*. Kencana.
- Syafaruddin; Nurmawati. (2011). *Pengelolaan Pendidikan*. Perdana Publishing.
- Toch, T., & Rothman, R. (2008). *Rush to Judgment: Teacher Evaluation in Public Education*. Education Sector Reports.