

## Management of Teachers Competence Development in Improving Learning Quality in Jeneponto Regency (A Case Study of Madrasah Tsanawiyah)

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**Abstract.** This research aims to analyze planning for competency development of madrasah tsanawiyah teachers; (2) to analyze strategy for developing the competence of madrasah tsanawiyah teachers; (3) to analyze the competence of Madrasah Tsanawiyah teachers; (4) to analyze the barriers and challenges in developing the competence of teachers. The study used interviews and questionnaires, the total numbers of sample were 63 informants based on sample criteria, with details of 3 principal informants, 30 teachers and 30 students as informants. The results of this study indicate that: (1)The planning for developing the competence of madrasah tsanawiyah teachers is a plan that has been structured, programmed and becomes a system in every madrasah, in carrying out the planning for developing the competence of teachers ; (2)The head of madrasah tsanawiyah as a leader in each institution implements various strategies for developing competence of madrasah tsanawiyah teachers by motivating and involving teachers to participate in various scientific activities such as activating MGMP, KKG, seminars, training and workshops; (3)The competence of madrasah tsanawiyah teachers is in accordance with National Education standards; (4) SWOT analysis used to determine the strengths, weaknesses, opportunities and threats in developing the competence of madrasah tsanawiyah teachers in order to improve the quality of their professionalism individually nor together. As conclusion that the development of teachers Competence is competent in accordance with national education standards and foster awareness of communication problems in carrying out their duties and responsibilities in educational institutions in Jeneponto Regency.

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**Keywords:** *Development; Planning; Strategy; Competencies of Teachers*

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### INTRODUCTION

Commitment of government provides professional and quality education for the entire Indonesian nation is a commitment to advancing the nation and state of Indonesia. This commitment is the mandate of the 1945 Constitution, namely the intellectual life of the nation. Article 31 paragraph (1) of the 1945 Constitution states that every citizen has the right to receive instruction, and paragraph (2) the government shall endeavor and organize a national teaching system regulated by law. The Law of the Republic of Indonesia number 20

of 2003 provides an illustration that responsibility. The implementation of education is not only the responsibility of the government, but also educational institutions and the community itself.

If teachers are expected to have competence, then educational institutions such as Madrasah Tsanawiyah (MTs) prepare and provide the facilities needed by teachers to carry out their duties as teachers, for example educational institutions prepare complete learning media and information media as a means for teachers to seek

information for improvementabilityin teaching and others (Sujarwo,et al. 2019; Akhiruddin and Sujarwo 2020; Nurhikmah, H et al. 2021). Then madrasah carry out trainings for teachers as needed in terms of learning, information technology, such as upgrading learning methods, upgrading scientific papers, professional/competence certification, madrasah head supervision programs, Subject Teacher Consultative Program (MGMP), and development carried out by the teachers themselves. To analyze planning for the development of educator competencies in an effort to improve the quality of learning in Madrasah Tsanawiyah in Jeneponto Regency.

Every research must have meaning and benefits. Both in relation to the development of science that is observed, as well as benefits for practical purposes. This research has at least the following benefits. This research is expected to contribute to the development of science for researchers. This research is expected as a material consideration for principals in communication, especially to improve the performance of teachers. This research is expected so that teachers can improve communication in the learning process carried out in the classroom in order to improve performance. For Madrasah Tsanawiyah in Jeneponto Regency as input as well as evaluation material in communicating between school principals, teachers, and also educator supervisors operateduties and responsibilities in educational institutions.

Madrasah leadership staff can foster healthy communication within an educational institution. Researchers can add knowledge and experience to develop knowledge in the world of education.

Pedagogic competence is in the fairly good category, namely the competence to master the characteristics of students and the competence of curriculum development. Pedagogic competencies in the poor category are competence in mastering learning theory and teaching principles of learning, competence in educating learning activities, competence in developing student potential, communication competence with students and competence in assessment and evaluation. So it can be concluded that the pedagogic competence of teachers at SD Negeri 2 Margomulyo is still not good. The advantage of this research is that pedagogic competence is one of the important competencies in the learning process and the advantage is that it has a very low level of difficulty in analyzing. The weakness of this research is that the sample distribution is uneven, only centered on 1 research object. Apart from that, this research examines or measures only 1 indicator, whereas in measuring achievement there are many factors that can affect learning achievement (Halim, 2019). The pedagogic competence of Kindergarten teachers in North Pontianak District is already very good. The performance of Kindergarten teachers in North Pontianak District has been very good. And

there is a significant positive relationship between pedagogic competence and the performance of Kindergarten teachers in North Pontianak District. The advantage of this research is that the difficulty in researching is very low because only one of the four indicators of educator competence is measured (Ardini & Oetomo, 2012).

The results of the study indicate that the professional competence of teachers has a positive influence on student achievement. The advantage of this research is that it has very low difficulty in researching due to only one of the four indicators of educator competence. The weakness of this research is that the sample distribution is uneven, only centered on 1 research object. Besides that, this research examines or measures only 1 indicator, whereas in measuring achievement there are many factors that can affect learning achievement (I. D. P. Candra Saputra, 2020).

Human resource management is the use of a number of individuals to achieve organizational goals (Mondy. RW, 2008).

Competence is a collection of knowledge, behavior, and skills that must be possessed by teachers to achieve learning and education goals. Competence is obtained through education, training, and independent learning by utilizing learning resources. According to Law No. 14 of 2005 concerning Teachers and Lecturers Article 1 Paragraph 10, it is stated: Competence is a set of knowledge, skills, and behaviors that must be possessed,

internalized, and controlled by teachers or lecturers in carrying out professional duties (Mulyasa, 2013).

Meanwhile, in the Law on Teachers and Lecturers Number 14 of 2005 article 10 paragraph 1 and government regulation Number 19 of 2005 article 28 paragraph 3, which Jamil follows in his book, it is stated that the competence of teachers includes pedagogic competence, personality competence, social competence and professional competence (Suprihatiningkrum, 2014).

(Shulman, 2017) argues that in assessing the competence of teachers, it is necessary to look at three things as an indicator in the development of educator competencies, namely, subject knowledge, pedagogical knowledge and observing teachers in classroom learning (Nur et al., 2021) argue that there needs to be an evaluation of skills from schools, this evaluation will help teachers become better at teaching. Evaluation of teachers must be able to guarantee the accuracy of the distribution of abilities of teachers, from research in various areas, only a small percentage or 1% of teachers are classified as unsatisfactory.

Human resource development itself can also be divided into two, namely macro human resource development and micro human resource development. The development of human resources on a macro basis is a process of improving the quality or human ability in

order to achieve a development goal effectively, while the development of human resources for teachers and education personnel is carried out on a micro basis, namely within the scope of an organization, agency or institution. , both government and private (Notoadmodjo, 2017). According to George R. Terry, the management functions include: Planning, Organizing, Actualizing, Controlling (Zulhimma, 2015).

Development is an effort to improve the technical, theoretical, conceptual, and moral abilities of employees in accordance with the needs of the job or position through education and training. If development is an effort to increase the potential of employees in dealing with upcoming assignments, while training is an effort to increase the potential to train the skills that have been described (Nur et al., 2021).

SWOT analysis is one of the stages in strategic management which is an environmental analysis approach. The process of assessing strengths, weaknesses, opportunities and constraints generally refers to the business world as a SWOT analysis. In school administration, it can help allocate resources for organizing resources such as budgets, infrastructure, human resources, facilities schools, environmental potential, and so on that are more effective (Peterson & Deal, 2017).

## RESEARCH METHODS

The research method used in this study is a qualitative research, which is trying to describe a situation or social phenomenon. Qualitative method is a procedure that produces descriptive data in the form of written or spoken words from people and observable behavior (Creswell & Poth, 2016). The type of research used in this research is descriptive qualitative research and analyzed using simple statistics. The location or place of the research object chosen in this study is the Madrasah Tsanawiyah in Jeneponto Regency.

The population in this study were all 55 schools/madrasahs in Jeneponto Regency, both private and public. The sampling technique used in this study is the purposive sampling technique, which is a sampling technique by determining certain criteria (Moleong, 2010). Data sources in the form of Primary data and Secondary Data. Data Collection Techniques through Observation, Interviews, Documentation and Questionnaires.

## DISCUSSION

The results of this research and discussion were to analyze planning for competency development of madrasah tsanawiyah teachers; to analyze strategy for developing the competence of madrasah tsanawiyah teachers; to analyze the competence of Madrasah Tsanawiyah teachers; to analyze the barriers and challenges

in developing the competence of teachers are presented in detail and sequentially, to provide a comprehensive description of the 56 informants from 3 schools as The following is a description of the 3 principal informants: educator competencies, competency development planning, competency development strategies, tips used in competency development, directions/guidance, targets to be achieved, efforts made, obstacles and challenges, strategies to be used carried out and all teachers are competent in carrying out their respective duties.

Description of 23 educators/teachers as informants regarding: educator competencies, techniques used in conducting educational learning, techniques used in the use of information and communication technology, factors that become obstacles and challenges in competency development, patterns used in facilitating student potential, efforts made in competency development, benefits obtained in competency development, patterns used in conducting evaluations of learning processes and outcomes, techniques used to utilize assessment results, techniques used in presenting oneself as an honest, noble and exemplary person.

Description of 30 students as informants regarding: Pedagogic Competence; skilled teachers carry out educational development activities, teachers use information and communication technology for the benefit of organizing educational development activities,

teachers facilitate the development of students' potential to actualize various potentials they have, teachers communicate effectively, empathically and politely with students, teachers take advantage of the results assessment and evaluation for learning purposes.

Social competence; teachers are inclusive, act objectively and do not discriminate because of considerations of gender, religion, race, physical condition, family background and socioeconomic status, teachers communicate effectively, empathically and politely with fellow teachers, parent and community education staff, teachers adapt in places serving throughout Indonesia with religious, social and cultural beliefs, teachers communicate with their own professional community and other professions, verbally and verbally writing or other forms, teachers follow an organization that aims to foster the mentality of students outside of school hours.

Personal Competence; teachers act in accordance with religious norms, cultural laws, teachers present themselves as honest, noble, and role models for students and the community, teachers present themselves as individuals who are steady, stable, mature, wise and authoritative, teachers demonstrate work ethic, high responsibility, pride in being an educator and self-confidence, teachers uphold the code of ethics of the teaching profession. Professional Competence; teachers

master the material, conceptual structure and scientific mindset that support the subjects taught, teachers master competency standards and basic competencies of subjects, teachers develop creatively guided learning materials, teachers develop professionalism in a sustainable manner by taking reflective actions, teachers utilize information and communication technology to communicate and develop themselves.

As stated in Permeneg PAN and RB No. 16 of 2009, planning for competency development is carried out in two ways, namely education and training and collective activities of teachers. Functional education and training is the activity of teachers in attending education and training aimed at achieving professional competency standards and increasing professionalism to have competencies above standards and within a certain period of time. This activity can be in the form of courses, training, upgrading, or various other forms of education and training. Teachers can participate in functional training activities on the basis of assignments, either by school/madrasah principals, or other institutions such as the Education Office, or professional organizations such as the Indonesian Teachers Association (PGRI), or because of the educator's own initiative.

The collective activities of teachers are activities in participating in scientific meetings or joint activities aimed at achieving standards or above the standards of professional

competence that have been set. The collective activities of these teachers include: Workshop activities or teacher group activities such as Teacher Working Groups, Subject Teacher Consultations, Principal Working Groups, or the like. Discussants or participants at seminars, scientific meetings. Other collective activities that are in accordance with the duties and obligations of teachers, such as functional training, and so on (Mulyasa, 2016).

The results of the study show that every Madrasah Tsanawiyah in Jeneponto Regency has an educator competency development plan, so that Madrasah Tsanawiyah teachers become teachers. academic qualifications, competencies, and educator certificates, physically and mentally healthy, and have the ability to realize national education goals. The planning for developing the competence of teachers is as shown in the following table:

Likewise, what was conveyed by the Head of the MTS Al-Falah Arungkeke school: planning for the development of educator competencies is very important in education, therefore I as the head of Madrasah program to improve the quality of teachers using boss funds in the form of training, scientific meetings, training and Teacher Working Groups.

The same thing was conveyed by the principal of MTs Babussalam DDI Kassi: My response about planning for competency development is very important because in addition to increasing knowledge it can also

improve the skills of teachers so that schools continue to plan various activities including training, workshops and others that support competencies as an educator.

Table 1 Planning for competency development of madrasah tsanawiyah teachers in Jeneponto Regency for the 2021/2022 academic year (implemented)

Classroom Action Research (CAR) is one of the scientific activities that can assist in developing the competence of teachers in Madrasah Tsanawiyah. The principal is very concerned about such activities, therefore the implementation of CAR writing (Classroom Action Research) has reached 100%, meaning that all CAR-based activities for teachers at Madrasah Tsanawiyah in Jeneponto Regency are enthusiastically included. This is as stated by the principal MTs Al-Falah Arungkeke. Said that teachers at Madrasah Tsanawiyah Al Falah Arungkeke were sent from time to time to attend Classroom Action Research (CAR) trainings.

Basically, the planning for developing the competence of teachers at MTs Jeneponto Regency has not been implemented optimally. This is due to various factors, one of which is the factor of funds, facilities and infrastructure, including the issue of the Covid-19 pandemic which limits the space for carrying out previously planned programs, but even so, school principals and teachers and students continue to try optimally to carry out the planned program, because school principals,

teachers and students are aware of the importance of careful planning.

Quality education is education that is able to answer various challenges and problems that will be faced now and in the future. From this it can be concluded that the quality or quality of education is the ability of educational institutions and systems to empower educational resources to improve quality in accordance with educational expectations or goals through an effective educational process.

The existence and role of teachers and their competence in the world of education is a very important factor. Teachers are the most important part in the teaching and learning process, both in formal and non-formal education. Therefore, every effort to improve the quality of education in Indonesia cannot be separated from various matters relating to the existence of teachers.

It is very important for educational institutions from various levels to develop strategies in order to maintain the quality of educator competencies. There are several strategies that can be applied in the context of developing the competence of teachers, including carrying out their duties as an educator professionally and trying to discipline themselves in participating in various activities that can support competency development. This is similarly expressed by the head of Madrasah Tsanawiyah Negeri 1 Jeneponto who said that:

The strategy I take to improve the competence of teachers is to carry out their professional duties, increasing the ability and competence of teachers can be carried out by including activities aimed at improving and growing abilities, attitudes and skills to be carried out.

The principal has the authority to make policy as a form of strategy in developing educator competencies, for example the empowerment of boss funds in order to motivate teachers to participate in various scientific activities.

This is like the strategy implemented by the head of MTs Al-Falah Arungkeke KSM who said there were 2 ways or strategies implemented in the context of developing educator competence, namely Program to increase competence through empowerment of boss funds, and Motivating teachers to participate in webinars/training both during and offline.

The strategy adopted by the US, the principal of MTs Babussalam DDI Kassi, is different. The strategies that I have taken to improve the competence of teachers are joining teachers to workshops/ seminars/ training activities, Guiding teachers in research activities, Class actions/ modules/ innovative works and Further studies to a higher level.

This is in accordance with the results of an interview with AR., the principal of MTs Negeri I Jeneponto who said that whether a

school is good or bad and developing or not depends on the principal's ability to lead.

According to AR., headmaster of MTs Negeri I Jeneponto, Educator Competence is one way to meet the competency standards of teachers in accordance with the demands of the profession and the development of science and technology.

US., Principal of MTs Babussalam DDI Kassi, Educator competence is the ability of an educator to carry out their duties.

Table 2 List of distributions of accumulated scores on pedagogical competence variable indicators

No	Sub Indicator	Average	Category
1	Skilled in carrying out educational development activities	56	Competent
2	Utilizing information and communication technology	57	Competent
3	Facilitating the development of the potential of students to actualize their various potentials	54	Competent
4	Communicate effectively, empathically, and politely with students	55	Competent
5	Utilize the results of the assessment and evaluation for the benefit of learning	57	Competent
6		55.8	

Source: Data Processing, 2022

Basically, madrasah tsanawiyah teachers in Jeneponto Regency are categorized as pedagogically competent. This shows the high assessment of their students towards their teachers.



The plans designed by the madrasa related to the development of pedagogic competencies are Development of scientific insight with an improvement pattern intensity opt-inteacherat eachscientific meetings such as seminars. Activation of school committee meetings with teachers and principals. Build the intensity of good communication with students.

While the strategy that applied Principals in the context of developing pedagogic competence can be done in several ways including through Subject Teacher Consultations, training, workshops, supervision and school meetings.

Table 3 List of distributions of accumulated scores on indicators of social competence variables

No	Sub Indicator	Average	Category
1	Teachers are inclusive, act objectively, and do not discriminate	57	competent
2	Teachers communicate effectively, empathically and politely	55	competent
3	Teachers are able to adapt	53	competent
4	Teachers communicate orally and in writing or in other forms	54	competent
5	teachers follow an organization that aims to foster mental school children outside school hours	56	competent
6		55	

Source: Data Processing, 2022

Basically, madrasah tsanawiyah teachers in Jeneponto Regency are categorized as socially competent. This shows

the high assessment of their students towards their teachers, namely the average score is in the position of 55 which is close to 60 which is the highest score.

The planning and strategy for developing social competence of teachers that are intensely implemented by the madrasah tsanawiyah in Jeneponto Regency is to build the intensity of supervision, teachers must communicate effectively, empathically, and politely with fellow teachers, education staff, parents, and the community, including: (a) communicate with peers and other scientific communities in a polite, empathetic and effective manner, (b) communicate with parents of students and the community in a polite, empathetic, and effective manner about learning programs and student progress, (c) involve parents of students and the community in learning programs and in overcoming students' learning difficulties.

Table 4 List of distributions of accumulated scores on the indicators of the Personality competency variable

No	Sub Indicator	Average	category
1	Teachers act in accordance with Indonesian religious, legal, social and cultural norms.	53	competent
2	Teachers present themselves as honest individuals with noble character and role models for students and the community	54	competent
3	Teachers present themselves as individuals who are steady, stable, mature, wise and authoritative.	53	competent

4	Teachers show work ethic, high responsibility, pride in being an educator and self-confidence.	50	competent
5	teachers uphold the code of ethics of the teaching profession	56	competent
		53.2	

Source: Data Processing, 2022

Basically, madrasah tsanawiyah teachers in Jeneponto Regency have good personalities. From the results of the assessments of their students, it shows that the personality of their teachers is at an average score of 53.2 which is close to the highest, namely a score of 60 if all respondents answered "Yes".

Personal competence is a very important thing possessed by an educator because teachers are figures who can provide examples to students. Therefore, every educational institution, especially madrasah tsanawiyah in Jeneponto Regency provides careful planning and strategies in the context of developing the personal competence of teachers.

According to AS., said that there are several strategies and planning that must be done including controlling the level of discipline of teachers, how to dress, how to get along, how to speak. Noble and exemplary character can be seen through actions taken in accordance with religious norms (faith and taqwa, honest and sincere, likes to help), and having behaviors that can be imitated by students.

Table 5 List of distributions of accumulated scores on the variable indicators of professional competence.

No	Sub Indicator	Average	Category
1	Teachers master the material, structure, concepts, and scientific mindset that support the subjects taught	57	Competent
2	Teachers master the competency standards and basic competencies of the subjects/fields of development being taught	55	Competent
3	Teachers develop creatively guided learning materials	53	Competent
4	Teachers develop professionalism in a sustainable manner by taking reflective actions	54	competent
5	teachers use information and communication technology to communicate and develop themselves	56	competent
		55	

Source: Data Processing, 2022

Basically, madrasah tsanawiyah teachers in Jeneponto Regency are categorized as competent even though many people think that teachers at madrasah tsanawiyah are still of standard standard. this is as expressed by KSM., Principal of MTs Al-Falah Arungkeke, that; Educator competencies are still very standard, still need continuous improvement.

Teachers' competence is one of hopeat eacheducational institutions including madrasah tsanawiyah indistrictsJeneponto. The following are the results of the interview

with the principal of the Madrasah Tsanawiyah, Jeneponto Regency:

US case, Headmaster of MTs Babussalam DDI Kassi, The targets to be achieved after the realization of the competence of teachers are increased pedagogic competence, increasing personality competence, increasing professional competence, Increased social competence, and Increasing graduates in the educator competency test.

AR., Headmaster of MTs Negeri I Jeneponto, The target to be achieved by the principal after the realization of educator competence is to increase the competence of teachers based on technology, improve policies from schools regarding educator.

KSM., Headmaster of MTs Al-Falah Arungkeke, The target to be achieved by the principal after the realization of educator competence is to become a pilot madrasa in all aspects of the quality of students, teachers and madrasa heads.

Based on the results of the study, it shows that the strength of an institution, especially madrasah tsanawiyah, has its own strength in developing competence specifically and institutionally. This strength is one of the driving factors in carrying out a program, especially the development of educator competence, the strength in developing educator competence has been contained in the vision and mission and goals

of the Madrasah Tsanawiyah in Jeneponto regency. This is as expressed by:

AR., Headmaster of MTs Negeri I Jeneponto,: The strengths of the principal in developing educator competence can be seen in the school's vision and mission, management carried out, human resources, budget and infrastructure (facilities and infrastructure) as well as teachers' understanding of technology.

Similar to KSM., the Headmaster 1 of MTs Al-Falah Arungkeke, there are 2 strengths of the principal in developing the competence of teachers, namely:

1. Good vertical communication with ministry of religion
2. Strong educator motivation to develop competence (interview, 18 December 2021).

As stated by AS, the principal of MTs Babussalam DDI Kassi, the principal's strength in developing educator competencies is quality human resources.

Based on the results of the interviews described above, it can be understood that human resources in this case teachers and school principals have the same vision and mission and goals in developing education, especially at the madrasah tsanawiyah level in Jeneponto Regency, so that strength is very important. in carrying out their duties as an educator.

Weakness is one of the inhibiting factors in developing the competence of teachers in

Madrasah Tsanawiyah, Jenepono Regency. The low understanding of teachers on the importance of educator competencies so that teachers are categorized as lack of motivation in developing themselves, besides that in Jenepono Regency there is still a relatively lack of implementation of technology-based activities. For more details, see the following interview results:

AR., Headmaster of MTs Negeri I Jenepono, The weakness faced by school principals in developing educator competencies is that there are still some teachers who do not understand and know about how to improve educator professionalism, and there is no technology-based training for teachers.

KSM., Headmaster of MTs Al-Falah Arungkeke, There are 2 weaknesses faced by the principal in developing the competence of teachers, namely:

1. There are still teachers who teach not according to scientific disciplines
2. Lack of funds

US., Headmaster of MTs Babussalam DDI Kassi, The weaknesses faced by school principals in developing educator competencies are inadequate facilities and infrastructure and geographical location that does not support development.

Based on the results of the study indicate that educational institutions in madrasah Tsanawiyah experience obstacles and challenges that should require appropriate

solutions in the context of demands for the development of educator competencies.

Table 6. Descriptive Opportunities and Challenges Development of educator competence in an effort to improve the quality of learning.

SWOT analysis	Quality	Rating	Score	Comment
<b>Opportunity</b>				
Use of technology in learning	0.15	3	0.45	Teacher have high morale
Teachers have a good work spirit	0.15	3	0.45	
Teachers have high morale	0.15	3	0.45	
Continuous self development	0.15	3	0.45	
Average value 0.54				
<b>Threat</b>				
Low motivation to try to develop the quality of teachers	0.10	2	0.20	Lack of HR
Low awareness and enthusiasm to share knowledge and experiences.	0.05	1	0.05	Average value 0.20
Lack of funds	0.05	1	0.05	
Lack of HR	0.15	3	0.45	Average value 0.20
Limited time	0.15	3	0.45	
The lack of accessible scientific activities	0.15	3	0.45	
Lack of facilities and infrastructure to support the development of	0.20	4	0.80	

educator competence							
Always think practical quickly finished	0.05	1	0.05	The low understanding of teachers on the importance of educator competence	0.10	2	0.20
Lack of understanding of students regarding the application of learning strategies so that they are less enthusiastic/less active	0.05	1	0.05	The low understanding of teachers on the importance of educator competence	0.05	1	0.05
Lack of understanding about the internet and using technology, both teachers and students	0.10	2	0.20				
Lack of interest and talent in teachers to develop their competencies	0.10	2	0.20				
Lack of support	0.05	1	0.05				
Lack of trust	0.10	2	0.20	Strength			
lack of facilities and infrastructure in Madrasah	0.10	2	0.20				
Less effective KKG/MGMP	0.10	2	0.20	Have the same vision and mission as well as goals in developing education, especially at the Madrasah Tsanawiyah level in Jeneponto district	0.15	3	0.45
Lack of teacher supervision	0.10	2	0.20				
Less than the maximum managerial head of the school	0.10	2	0.20				
Limitations of teachers in operating computers	0.10	2	0.20				
Lack of understanding of teachers on the meaning of educator competence	0.10	2	0.20				

Kurt Lewin identifies that a person's competence is also shaped by the knowledge factor obtained through information. With the information obtained by a person, knowledge will increase which eventually forms his competence. It means that everyone has

competence in themselves, both learning, memorizing and thinking competencies, as well as teachers. Being an educator must have pedagogic competence, social competence, personality competence, and professional competence. Of the four competencies, there is one that must be a concern, namely pedagogic competence, this competence is owned by teachers when they want to learn and develop themselves continuously in accordance with technological developments.

Teachers in Islam are people who are responsible for the development of students by seeking all their potential, both affective, cognitive, and psychomotor potential. Therefore, Islamic religious teachers are expected to be able to use the tools that can be provided by the school, and choose learning resources that are in accordance with the demands of the subject matter to be delivered.

This is in accordance with the results of research showing that madrasah tsanawiyah teachers in Jeneponto Regency are motivated to participate in various activities in the context of competency development so that teachers at madrasah tsanawiyah have knowledge and have the ability to utilize tools or instruments to be used in assisting the development of transferization. Science in the learning process, and choosing learning resources that are in accordance with the demands of the subject matter to be delivered.

The knowledge gained by teachers, especially Madrasah Tsanawiyah teachers in

Jeneponto Regency through scientific activities such as workshops, training, education, seminars, and discussions. While the competence of the madrasah tsanawiyah (MTs) teachers in Jeneponto Regency, the principal version is actually still standard, but even so the teachers try their best to understand the way they should do in developing their respective competencies. On the other hand (student version) all teachers are competent in their respective fields. Based on the results of the study, that MTs teachers in Jeneponto Regency already have the competence. This is based on the answers from the questionnaires given to the respondents which refer to strengthening the competence of teachers.

## CONCLUSION

The planning for developing the competence of madrasah tsanawiyah teachers is a plan that has been structured, programmed and becomes a system in every madrasah (schools), in carrying out the planning for developing teachers competencies in Jeneponto Regency. The head of the madrasah tsanawiyah as a leader in each institution implements various strategies for developing the competence of madrasah tsanawiyah teachers by motivating and involving teachers to participate in various scientific activities such as activating MGMP, KKG, seminars, training and workshops in Jeneponto Regency. The competence of madrasah tsanawiyah teachers is competent in accordance with the

National Education Standards. Strength, Weakness, Opportunities, dan Threats (SWOT) analysis is used in developing the competence of madrasah tsanawiyah teachers in order to improve the quality of their professionalism individually nor together. The results of this study can be used as input as well as evaluation material in communicating between school headmasters, teachers, and also supervisors of education, so that they can be forwarded to policy makers in this case the relevant ministries. For the head of Madrasah, it can foster awareness of communication problems in carrying out their duties and responsibilities in educational institutions.

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