

Improving the Quality of Learning Through Teacher Competency Management in Developing Teaching Materials

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Abstract: The objective of this study was to assess teacher competency management in the development of teaching materials at MTs Safinatul Huda Kedung Jepara, with the aim of enhancing the quality of education at the school. The research adopted a qualitative design and employed a case study methodology. Various techniques, such as interviews, observations, and document analyses, were utilized for data collection. The findings of the study emphasize the significance of teacher competence in developing teaching materials, as it directly impacts the quality of learning. Teacher competence cannot be developed in isolation but requires management intervention by school leadership. At MTs Safinatul Huda, teacher competency management encompasses planning, implementation, and evaluation phases. During the planning stage, the principal collaborates with teachers to establish a semester work program that serves as a guideline for activities. The plan undergoes internal coordination before implementation. Coordination meetings are conducted by the principal to engage stakeholders within the school environment. In the implementation phase, tasks involve training, assignments, and support for teachers in developing teaching materials. Finally, the activities are evaluated to assess their implementation and effectiveness.

Keywords: Quality of learning, teacher competency management, developing teaching materials

1. Introduction

Education is influenced by several elements, including teachers, students, and the education system. These three elements influence each other. However, the effectiveness of education is greatly influenced by the role that teachers play in its delivery. The teacher's role is so important that the government regulates teacher standardization in the implementation of education (Fitz-Gibbon, 2002). According to Government Regulation Number 19 of 2005 regarding National Education Standards (SNP), which has established eight educational standards, including learning standards, teaching standards, and educational staff. This is intended none other than so that the standard of education in Indonesia increases and is not left behind by education held by other countries.

Teachers as one of the elements that determine the quality of education are required to be able to be motivators, facilitators, mentors, and innovators in the process of implementing learning given to students (Akinyemi et al., 2021). The presence of teachers as educators in schools cannot be replaced by any media. This shows how important the presence of teachers in schools is. This paradigm, consciously or not, has required teachers to meet the requirements and competencies to be able to make a change when doing the instructional process in a classroom. As educators, teachers are to be able to modify things for the students, especially building student motivation to learn, so that in the end it will affect student success in learning. In carrying out these tasks, teachers are required to have competency standards which include: pedagogic, professional, personality, and social competencies (Khosrumiya et al., 2022; Olujuwon et al., 2021).

One of the competencies that are directly related to learning techniques in the classroom is pedagogic competence and professional competence (Bamiro et al., 2020). Pedagogical competence relates to teacher skills in planning and managing classes. Meanwhile, professional competence is related to the teacher's skills in mastering learning material and compiling or developing learning tools that are used as a reference in the implementation of learning. Thus, besides having to be skilled at managing the class, the teacher must also be skilled at compiling and developing teaching materials used in learning. This is because one of the successes of learning is determined to what extent the student's mastery of the class content is presented by the teacher. Of course, this must be supported by learning tools that are in line with the

learning goals. Teaching materials are an essential consideration for teachers when implementing the learning process (Prastowo, 2014).

The study displays a significant interest in delving deeper into the significance of teacher competence in the development of teaching materials. Through observations conducted in several Jepara schools, it was discovered that not all teachers adequately prepare teaching materials for their instructional activities. Some teachers may merely compile materials without engaging in the crucial process of development. Recognizing these challenges, effective management by school leaders is essential to foster teacher competence in developing teaching materials for every learning activity. To address this issue, the authors conducted research specifically focused on teacher competency management in the development of teaching materials at a private school, MTs Safinatul Huda Kedung Jepara.

2. Research Methods

This research utilizes a qualitative methodology, which aligns with Creswell's (2016) view of qualitative research as an investigative approach that seeks to understand and interpret the meaning of various individuals or groups in relation to social issues. Qualitative research has a broad scope, allowing for the exploration of diverse aspects of human existence, such as personal experiences, historical events, behaviors, abstract ideas, and societal issues. Researchers opt for qualitative approaches to uncover and comprehend underlying realities related to the research topic. In this study, a case study design is employed, which involves an in-depth investigation aimed at gathering comprehensive information using various data collection methods within a predetermined timeframe. Cases can encompass events, activities, processes, and programs. The researcher deems this specific form of case study research highly suitable for the current study, given its exploratory nature. The study aims to explore facts in the field concerning the managerial practices of teacher competence in preparing teaching materials at MTs Safinatul Huda Kedung Jepara.

2.1 Location and Date of Research Application

This research was conducted at MTs Safinatul Huda, Sowon Kidul Village, Kedung District, Jepara Regency. Research implementation begins in November 2022 and ends in January 2023. So, the total research time is approximately 3 calendar months.

2.2 Information and Data Sources

This study utilized a combination of primary and secondary data. Primary data, as explained by Mulyadi (2016), refers to data obtained directly from the source. It can include information gathered through observations and interviews. On the other hand, secondary data is information obtained by researchers from publicly available sources, considered as second-hand information. In this research, primary data was collected through direct observations and interviews, while secondary data was gathered by examining documents, pictures, and relevant literature studies.

The data sources for this study were collected using various techniques based on the types of data mentioned earlier. Primary data sources included individuals and ongoing activities, while secondary data sources encompassed documents and relevant literature studies. According to Lofland in Moleong (2013), primary sources of data in qualitative research consist of verbal and behavioral expressions, while supplementary materials such as documents and similar items are considered additional sources.

2.3 Data Gathering Methods

Data collection techniques applied in this study include interviews, observation, and documentation (Paradis et al., 2016). Researchers talked to 4 informants in this study through interviews who had been determined based on certain categories. The categorization that the researcher used to determine informants was gender, specifications for humanities and exact social subjects, and structural positions in schools. By determining this heterogeneous categorization, it is hoped that the data collected through interviews will be more varied. So that it will enrich the data needed in research until the data is saturated. This interviewing method was used to gather various primary research data because it was obtained directly from informants. While the interview technique used in this activity is structured and targeted interviews (Alshenqeeti, 2014). That is, before going to the field the researcher had determined the target informants and prepared an interview instrument in the form of a question grid. This is so that interview findings are consistent with the study's goals that have been determined.

Apart from interviews, the next data collection technique is observation. Observation techniques are carried out on several activities and conditions that exist in the school environment in accordance with the notes or observation instruments that have been designed. This observation was carried out 3 times at different times. This is intended to test the consistency and reliability of the observed data found on the research object. This observation activity also serves to confirm the data from the interviews. The next method of data acquisition involves document analysis. Documents are records of the past. Documents can take various forms, including written text, visual representations, or significant creations by individuals. Written documents encompass diaries, life histories, stories, biographies, regulations, and

policies. Visual documents encompass photographs, live images, sketches, and similar mediums. The documents collected by the researchers were selected and sorted to be taken according to the research focus. Documents taken are used as research-supporting data to complement other data obtained through interviews and observation. These documents include school profiles, teacher and student data, infrastructure data, semester program documents, standard operating procedures (SOP) which cover 8 national education standards and other documents relevant to the research theme.

2.4 Data Analysis Techniques

The author conducts data analysis as articulated by Miles and Huberman (Sugiyono, 2012) which includes 3 stages as follows:

- a. Data compression
Data reduction involves summarizing and selecting key elements, and prioritizing information relevant to the research theme. This process aims to present a more concise and comprehensible representation of the data, facilitating researchers in data organization. Consequently, the condensed data offers a clearer depiction, simplifying subsequent data collection and retrieval for researchers, whenever necessary. In practice, researchers sort and select the data that the authors have obtained from the field to suit the research theme. That is data that does not support the research theme will be discarded or not used. This is done so that no waste data is included in the data analysis process.
- b. Data displays
Data display is presenting data that has been sorted and selected based on the research theme. In this case, the author presents the data into 3 data groups, namely the descriptive data group in the narrative or written form, the numerical data group is presented in the form of tables and the data group which explains the pattern of relationships or processes is presented in the form of flowchart images.
- c. Data verification
Verification is the next stage in data analysis. This data verification activity includes automatically conducting data analysis. Data verification is needed to guarantee that the information used is really valid. To ensure that the conclusions drawn are accurate. The researcher initially verifies the data by examining its validity before coming to any firm conclusions.

3. Result and Discussion

3.1 Research Results

MTs Safinatul Huda was founded in 1998 in the village of Sowon Kidul, Kedung District, Jepara Regency. Geographically, Madrasah Tsanawiyah Safinatul Huda Sowon Kidul is located in the lowlands, with a demographic background, the majority of the people's livelihoods are farmers, fishermen, and furniture industry workers. In carrying out its learning, MTs Safinatul Huda Sowon Kidul Kedung uses the modified 2013 curriculum with an independent curriculum content. Especially with regard to student character education which refers to the profile of Pancasila students in the independent curriculum. The number of students at MTs Safinatul Huda from class VII to class IX is 251 students, with details of 123 male students and 128 female students. The number of teachers who teach as many as 24 people.

To raise the standard of learning at MTs Safinatul Huda Kedung Jepara, there are several programs prepared by the principal. One of these programs is increasing teacher competence in developing teaching materials. This is considered important because teaching materials are one of the main components that have a significant impact on elevating the standard of student learning, therefore, the school principal implements systematic and measurable management as an effort to improve teacher competence in compiling these teaching materials.

In general, the management carried out to improve teacher competence in developing teaching materials at MTs Safinatul Huda includes aspects, namely: planning and coordination, implementation, and evaluation.

3.1.1 Aspects of Planning and Coordination

In the aspect of planning and coordinating, the principal prepare semester and annual programs related to teaching material development activities by involving several teachers and deputy heads who are in charge of curriculum issues. Then a curriculum development team was formed which was chaired by the deputy head of the curriculum sector with the direction of the school principal (Salsabila & Rondli, 2022). After the planning documents are compiled into a semester program (promes) and a yearly program (prota), the head coordinates and at the same time socializes the program to teachers through official meetings. In this forum, the principal also opened a room for discussion and asked for feedback from teachers to provide input on the planned teaching material development program that had been prepared. After all parties agree on the program plan, then the principal determines and instructs prota and promissory notes related to the development of teaching materials so that they are carried out and obeyed together.

3.1.2 Implementation Aspect

The implementation of the teacher competence improvement program in developing teaching materials at MTs Safinatul Huda is carried out through several activities, including training, workshops and assignments to all teachers in developing teaching materials for each subject they teach. Training and workshop activities are carried out under a collaboration or collaboration scheme between schools and subject-teacher deliberation forums (MGMP) in each subject. With this scheme, there are several benefits to be gained, including cost-effectiveness and easier enrichment of subject matter because it involves all allied subject teachers, resulting in interaction and sharing of experiences from all participants (Sayekti et al., 2022). After teachers participate in training and workshop activities, the principal then assigns all teachers the task of reviewing their respective teaching materials and rearranging or developing these teaching materials. It is hoped that all teachers must be able to prepare materials for teaching that are up to date or always up to date, contextual and in accordance with local culture or wisdom. Thus, learning will be more effective because students' knowledge is always updated with the latest information. The form of teaching materials that must be made by the teacher is in the form of modules or handbooks for students and teachers. The rest of the time the teacher is given the freedom to make teaching materials in other forms, such as exposure to broadcast material, multi-media, and so on.

3.1.3 Evaluation Aspects

In an effort to ensure that all assignments related to the development of teaching materials given to teachers are actually carried out, the principal evaluates through 2 techniques. The first is administrative supervision by asking all teachers to submit their respective assignments to the school principal through a curriculum development team led by the deputy head of curriculum. With this technique, the performance and competence of each teacher will be known in carrying out the task of developing teaching materials for the subjects taught. The second strategy involves the principal supervising classes directly to determine the readiness of the teacher in carrying out learning activities, one of which is by looking directly at the teaching materials that will be used in learning. Through these techniques, school principals can evaluate teacher competence in developing teaching materials (Hallam, 2009). The results of this evaluation will be used as the basis for the school principal to conduct performance appraisals and in the context of coaching teachers so that their competence increases.

3.2 Discussion

In implementing teacher competency management in compiling teaching materials at MTs Safinatul Huda it begins with planning activities. The planning model used in teacher competency management at MTs Safinatul Huda Kedung Jepara is: 1) the principal forms a madrasah curriculum development team (TPK), 2) the TPK is tasked with compiling standard operating procedures documents for schools which include process standards, 3) school principals conduct socialization to all teachers regarding the duties that educators must complete to support learning, including compiling lesson plans, compiling syllabus and compiling teaching materials. As stated by Annisa et al. (2021) and Mulyadi (2010) that planning is one of the functions in the implementation of management in the management of education. As explained, planning is the process of establishing the organization's goals and objectives as well as creating a "work map" that details how to reach those goals as the findings of the research results show, the planning carried out in teacher competency management at MTs Safinatul Huda Kedung Jepara begins with the formation of a curriculum development team. After the team is formed, it is then tasked with compiling school operational standard documents which will then become the basis for preparing syllabus and teaching materials for teachers. After that, the head conducts socialization with the teachers regarding the arrangements that have been made.

Then so that the prepared plans can be implemented can be operationalized, it is necessary to coordinate. In accordance with the opinion of Prabowo et al. (2021) and Mulyadi (2010), Organizing is the process of assembling the people, money, and tools needed to accomplish goals in an efficient manner. Coordination is done by based on the findings of the research is done by holding meetings involving all teachers and education staff. The aim is to provide a technical explanation regarding the implementation of the plan that has been prepared in the standard operational document. In addition, assistance is also provided to teachers personally if they experience problems in carrying out these tasks. Assistance is carried out by the curriculum development team and teachers appointed by the school principal. With this model, it is expected that all teachers understand their respective duties and can carry out these tasks properly.

Once coordinated, a plan will benefit all parties. Therefore, the implementation aspect in a management chain is very important (Nikmah et al., 2020; Mulyadi, 2010). Implementation is a process to utilize current personnel to carry out tasks in order to meet objectives, resulting in process efficiency and productive work outcomes. Based on the results of the research, the implementation of teaching materials preparation activities by teachers at MTs Safinatul Huda includes; 1) explanation of technical instructions carried out by the curriculum development team, 2) teachers are given a deadline of about 2 weeks to complete the syllabus and teaching materials, 3) finished teaching materials are submitted to the principal through the curriculum development team, 4) teacher competency improvement activities related to the preparation of teaching materials carried out in collaboration between schools and subject teacher deliberations (MGMP)

and KKMTS 02 Jepara, 5) both pushing and preventing variables are present in the implementation of teaching materials preparation. The motivating elements include self-development motivation, a conducive work climate, and appreciation given by the leadership to teachers who have good performance. While the inhibiting factors are dominated by busyness and laziness.

The final part of management is evaluation or supervision which aims to evaluate whether or not the actions taken were in line with the plan. In this context, Akanni et al. (2021) and Mulyadi (2010) says that control is very important in a management process. Supervision itself is a procedure for giving advice and following up by comparing the results achieved with the plans that have been made then there are adjustments if there are deviations. The findings in this study, evaluation or supervision of teacher performance in compiling teaching materials and syllabus development, is carried out through 2 models of supervision. The first is document supervision and the second is process supervision. Document supervision is carried out by checking the documents that have been made both in the form of syllabus and teaching materials. While process supervision is carried out through class visits to assess teacher readiness in preparing the learning process.

4. Conclusion

Once coordinated, a plan will benefit all parties. Therefore the implementation aspect in a management chain is very important in the management of human and material resources. Based on the results of the research, the implementation of teaching materials preparation activities by teachers at MTs Safinatul Huda includes; 1) explanation of technical instructions carried out by the curriculum development team, 2) teachers are given a deadline of about 2 weeks to complete the syllabus and teaching materials, 3) finished teaching materials are submitted to the principal through the curriculum development team, 4) teacher competency improvement activities related to the preparation of teaching materials carried out in collaboration between schools and subject teacher deliberations (MGMP) and KKMTS 02 Jepara, 5) There are motivating and restraining elements in the implementation of teaching materials preparation. The motivating elements include self-development motivation, a conducive work climate, and appreciation given by the leadership to teachers who have good performance. While the inhibiting factors are dominated by busyness and laziness.

The final part of management is evaluation or supervision which aims to evaluate whether or not the actions taken were in line with the plan. In this context, control is very important in the management process. Supervision itself is a procedure for giving advice and following up by comparing the results achieved with the plans that have been made then there are adjustments if there are deviations. The findings in this study, evaluation or supervision of teacher performance in compiling teaching materials and syllabus development, is carried out through 2 models of supervision. The first is document supervision and the second is process supervision. Document supervision is carried out by checking the documents that have been made both in the form of syllabus and teaching materials. While process supervision is carried out through class visits to assess teacher readiness in preparing for the learning process.

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Conflict of Interest

The authors declare no conflicts of interest.

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