



TEACHER PROFESSIONAL COMPETENCE IN IMPLEMENTING FIQH LEARNING EVALUATION ACTIVITIES

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Abstract

This research aims to describe the process of implementing learning evaluations carried out by class VII fiqh teachers at MTs NDM Surakarta and learn more about teacher competence in preparing learning plans, implementing learning, and conducting learning evaluations. The research type was descriptive qualitative; data was obtained by interviewing one of the teachers at MTs NDM Surakarta. Data analysis is based on the research objectives: teachers already have good competence in planning, implementing, and evaluating learning, so the learning outcomes obtained at this school also increase.

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INTRODUCTION

Law number 20 of 2003 concerning the National Education system Chapter 1 Article 1 Paragraph (1) states that education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious, spiritual strength, self-control, intelligence, noble character, as well as the needs needed by himself, society, nation, and state. Education is a process that is necessary to achieve balance and perfection in the development of individuals and society (Awwaliyah & Bahrin, 2019).

In the world of education, Evaluation is one of the educational matters as stated in the Republic of Indonesia Law Number 20 of 2003 concerning the national education system, article 57 paragraph (1), "Evaluation is carried out in the context of controlling the quality of education nationally as a form of accountability for the implementation of education to other parties – interested

parties, including students, educational program institutions. Evaluation is a process of planning, obtaining, and providing information that is needed to make alternative decisions. According to this understanding, every evaluation or assessment activity is a process that is planned to obtain information or, based on that data, then try to make a decision (Abidin & Purnamasari, 2023).

In education, there are teachers whose main task is to teach. In education, teaching is imparting knowledge to someone in the shortest and most precise way (Musri & Adiyono, 2023). One of the primary keys to the duties and position of teachers as professionals, according to Article 4 of the Teacher and Lecturer Law, is as a learning agent whose function is to improve the quality of national education. As a learning agent, teachers have a central and quite strategic role, including as facilitators, motivators, boosters, engineers, and providers of learning inspiration for students.

In this case, teachers are the most determining component in the education system, which must be central, first and foremost attention. This figure will always be in the strategic spotlight when discussing education issues because teachers are always related to any component of the education system. Teachers play a significant role in educational development, especially those held formally in schools. Teachers also greatly determine students' success, especially in the teaching and learning process. Teachers are the component that has the most influence on the creation of quality educational processes and outcomes. Therefore, any improvement efforts made to improve the quality of education will not provide significant results without being supported by professional and qualified teachers (Muhammad, 2022).

From the description above, it can be understood that teachers are the spearhead in education, and teacher competency is the unique abilities and skills possessed by teaching staff and educators in the teaching field so that they can carry out their duties and functions to the maximum. In other words, teacher competency is the ability of well-educated and trained people with well-educated and trained people with rich experience in their field.

METHOD

The type of research used is qualitative, using a qualitative descriptive method. Qualitative research is based on postpositive philosophy, which is used to examine the condition of natural objects, where the researcher is the key instrument. Data collection techniques are carried out using triangulation (a combination of observation, interviews, and documentation), the data obtained tends to be qualitative data, analysis data is inductive/qualitative, and the results of qualitative research can be potential and problem findings, uniqueness of objects, meaning of an event, social processes and interactions, certainty of data truth, phenomenon construction, hypothesis findings (Ina et al., 2020).

The opinion quoted from Anslem Strauss is that qualitative research is a type of research whose findings are not obtained through statistical procedures

or other forms of calculation. Meanwhile, Djam'an believes that qualitative research emphasizes quality or the most important thing about the nature of a good/service. Qualitative research is research that does not start from a previously prepared theory but starts from the field based on the natural environment. Based on the opinions of ([Bogdan and Biklen, 1997](#)) above, the research conducted by researchers at MTs NDM Surakarta analyzed teacher competency in implementing learning evaluation at MTs NDM Surakarta.

RESULT

The results of this research are based on three objectives to be achieved: describing teacher competence in preparing learning plans, describing teacher competence in implementing learning and describing teacher competence in evaluating learning at MTs NDM Surakarta. MTs NDM Surakarta teachers, in preparing the Learning Implementation Plan, have referred to the promissory note and syllabus and the principles of teaching preparation and learning planning components.

This means that the teaching plans made by MTs NDM Surakarta teachers, on average, have the competence to carry out good learning. In implementing learning, students are calm, the learning process is conducive, and students are active and critical. This is because, in the learning process, the teacher is based on the teaching preparation that has been made.

Teachers at MTs NDM Surakarta have used different methods, media, and teaching aids. After presenting the material, the teacher holds a question-and-answer session and then makes conclusions. The final learning activity is that the teacher conducts an evaluation that students must complete. The forms of questions made by teachers vary. There are short answers, limited descriptions, multiple-choice questions, and others. The learning process is completed on time according to the time allocated for teaching preparation.

DISCUSSION

According to Dessler, competency is a personal characteristic that can be demonstrated, such as knowledge, skills, and personal behavior, such as leadership ([Tjahyanti & Chairunnisa, 2020](#)). Competence is a harmonious combination of several elements, including knowledge, skills, values, and attitudes, reflected in habits of thinking and acting, so it is closely related to personal quality. Teacher competency is also called teacher ability ([Shelly Febriani, 2021](#))

In improving teacher professional competence and the quality of education, school principals always strive to motivate and facilitate teachers to develop their professionalism. Teacher professionalism is ideal, meaning something that is not impossible to realize immediately; professional teachers have their challenges when they are involved and responsible for their work as teachers. Every teacher always tries to become a teacher with work

achievements that can improve the quality of education. Therefore, this challenge will be on target with educational goals to produce good educational products (Sulastri et al., 2020).

If this definition of competency is combined with a profession, namely a teacher or teaching staff, then teacher competency means a teacher's ability to carry out obligations responsibly and appropriately or the teacher's ability and authority in carrying out his teaching profession. Teacher competency is a set of mastery of abilities that must exist in teachers to realize their performance appropriately and effectively (Sofia et al., 2023).

However, if the definition of teacher competency is related to Islamic religious education, the abilities teachers need to have include educational, social, and professional skills, which allow teachers to carry out their duties professionally; therefore, teachers need to have personality skills. Islamic teachers have moral, social, and scientific responsibilities. The performance of Islamic religious educators is an action or reaction that produces results related to what they do when facing a task (Harahap & Wulandari, 2022).

In this way, it is hoped that the teacher will be able to carry out his duties and responsibilities as best as possible. About Teacher competence plays a vital role in student learning activities and outcomes. The teaching and learning process and student learning outcomes are determined by the school and its pattern, structure, and curriculum content. Still, they are primarily determined by the teacher's competence who teaches and guides the students. Competent teachers will be better able to manage their classes so students' learning is optimal.

Teachers need competence, ability, or skills to carry out their professional duties. Teacher competency is related to professionalism; a professional teacher is a competent (capable) teacher. Therefore, teacher professionalism competency can be interpreted as the ability and authority of teachers to carry out their teaching profession with high ability Indonesian Government Regulation No. 19 of 2005 concerning National Education Standards states that teachers have four competencies, including:

Pedagogical Competence

What is meant by pedagogical competence is the ability to manage student learning. This competency includes understanding students, designing and implementing learning, evaluating learning outcomes, and developing students to actualize their various potentials (Perni, 2019) Pedagogical competence is the teacher's ability to manage student learning, which at least includes the following:

- 1) Understanding the insight/foundation of education;
- 2) Understanding of students;
- 3) Curriculum/syllabus development;
- 4) Learning planning;
- 5) Implementation of educational and dialogical learning;
- 6) Utilization of learning technology; and

7) Evaluation of Learning Outcomes.

8) Development of students to actualize the various potentials they have.

So pedagogical competence is the competence or ability of a teacher to manage learning, which includes understanding the foundations of education, understanding students, developing a curriculum or syllabus, designing learning, implementing learning, using learning media, and evaluating learning outcomes.

Personality Competencies

Personality Competency is a set of knowledge, skills, and behaviors that must be possessed, internalized, and mastered by teachers and have become part of them to carry out their professional duties. Competency is a combination of knowledge, ability, and application when carrying out tasks in the workplace ([Indriawati, et.al, 2023](#)) Personality competency has a significant influence on the personal growth and development of students. This personality competency has a vital role and function in shaping children's personalities to prepare and develop human resources (HR) and improve the welfare of society, the progress of the country, and the nation in general. So, personality competence is the competence or ability of a teacher, which includes several personalities who are solid, stable, noble character, mature, wise, and authoritative, and are a role model for students.

Social Competence

Social competence is the teacher's ability to carry out learning activities and how they relate to students in the teaching and learning process. As a social creature who can interact well with other people. An educator should be able to interact with other people to establish good communication, whether verbally, written, or with gestures. Apart from that, behaving politely and empathizing with other people and the surrounding environment is a must for a teacher. ([Abidin & Purnamasari, 2023](#)) Social competence is the ability of teachers as part of society who at least have the competence to:

- 1) Communicate verbally, in writing, and in signs;
- 2) Using communication and information technology functionally;
- 3) Mingle effectively with students, fellow educators, education staff, parents/guardians of students; and
- 4) Mingle politely with the surrounding community.

Social competence is good communication skills that create a better atmosphere or relationship so teachers can adapt to their environment. Social Competence Social Competency is skills in communicating, behaving, and interacting in general, both with students, fellow teachers, education staff, parents of students, and the wider community ([Simamora et al., 2023](#))

Professional Competency

Professional competency is the ability to master learning material in a broad and in-depth manner that guides students to meet the competency

standards set out in the National Education Standards. Teachers must master and understand the teaching material in the curriculum, understand the structure, concepts, and scientific methods coherent with the teaching material, understand the relationship of concepts between related subjects, and apply scientific concepts in everyday life ([Kiptiyah, 2023](#)). The scope of professional competence is as follows:

- 1) Understand and be able to apply the educational foundations of philosophy, psychology, sociology, and so on;
- 2) Understand and be able to apply learning theory according to the level of development of students;
- 3) Able to handle and develop the field of study for which they are responsible;
- 4) Understand and be able to apply various learning methods;
- 5) Able to develop and use relevant tools, media, and learning resources;
- 6) Able to organize and implement learning programs;
- 7) Able to carry out evaluations of student learning outcomes; and
- 8) Able to develop students' personalities.

So, professional competence is the ability of a teacher to master learning material, manage learning, and develop students' personalities. Starting from the information above, as a teacher, in schools in general, and in madrasa, you must have four types of competence: pedagogical competence, personality competence, social competence, and professional competence. The teacher is a director, liaison, and guide. At the same time, students experience, are in the process and are actively involved in achieving changes that occur in students after participating in the teaching and learning process. The teacher is tasked with carrying out an activity, namely, an assessment or evaluation of students' achievements in learning.

Apart from having the ability to prepare learning materials and the skills to present materials to condition students' active learning, teachers are required to have the ability to evaluate students' learning achievements because evaluation is a tool used to weigh and determine the value and meaning of something which can be people, objects, activities, a particular situation or entity based on a set of criteria agreed upon and can be accounted for evaluation contains several meanings, including:

- 1) According to ([Worthen and Sanders, 1991](#)) evaluation is looking for something valuable about something; this search also includes information useful in assessing the existence of a program, production, procedures, and alternative strategies to achieve predetermined goals.
- 2) Robert L. Thorndike and Elizabeth Hagen explain that evaluation is about measurement. In some cases, assessment is broader because it includes visual and formal evaluation of student progress ([Wati & Adiyono, 2023](#)).

Evaluation activities are carried out consciously by the teacher to obtain certainty regarding the success of students' learning and provide input to the teacher regarding what he did in teaching activities. In other words, the evaluation carried out by the teacher aims to find out whether the students

have mastered the learning materials presented or not. And apart from that, whether the teaching activities carried out are by what is expected or not. According to Sudirman N et al. (Idrus, 2019), the objectives of assessment in the learning process are:

- 1) Make decisions about learning outcomes
- 2) Understanding students
- 3) Improve and develop learning programs.

Furthermore, making decisions about learning outcomes is necessary for a teacher to know whether students are successful or not in the learning process. (Munandar et al., 2023) The failure of the learning process was caused by, among other things, the following:

- 1) Students' abilities could be higher.
- 2) The quality of learning materials must be more appropriate to the child's age level.
- 3) The learning material is too much and does not fit the allotted time.
- 4) Components of the learning process that are different from the goals set by the teacher himself.

Decision-making is also necessary to understand students and know how much they can assist students with their deficiencies. Evaluation also aims to improve and develop learning programs. Thus, assessment seeks to improve learning methods, provide improvements and enrichment for students, and place students in more appropriate learning situations according to their ability level. Another aim is to enhance dee, pen, and expand lessons. The last is to inform or report to the parents/guardians of students regarding the determination of class promotion or student graduation.

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