

RECOGNIZING *MADRASAH ALIYAH AMALIAH* SUNGGUL COMMUNICATION CLIMATE IN DEVELOPING TEACHER COMPETENCIES

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Abstract

Achieving the vision and mission of the madrasah is determined by various aspects including teacher competence. Therefore, developing teacher competencies that are managed effectively is a logical thing in an effort to achieve the vision and mission of the madrasah. Various educational institutions still experience obstacles in efforts to develop teacher competence, so this has an impact on the quality of education. The purpose of this study is to describe how the management process of teacher competency development in madrasah and the management of factors shaping the madrasah communication climate in efforts to develop teacher competence. The research method used a qualitative approach, with a descriptive qualitative research type. The informants of this research are the head of madrasah and teachers of Madrasah Aliyah Amaliyah Sunggal. Secondary data sources in this research are journals, books, and articles relevant to the research focus. The overall data obtained was then analyzed using the Miles, Huberman, and Saldana data analysis model, namely: data collection steps, data condensation steps, data presentation steps, and ends with drawing conclusions. The results of the study are that the madrasah head as a leader and administrator of teacher competency development through his policies actually ultimately

requires teachers to be able to contribute optimally through their performance in an effort to achieve the vision and mission of the madrasah. So it can be concluded that the process of managing teacher competency development is carried out in several stages, namely: training needs analysis conducted through communication with various parties including teachers, training planning, preparation of training materials, training implementation, and training assessment.

Pencapaian visi dan misi madrasah ditentukan oleh berbagai aspek termasuk kompetensi guru. Oleh karena itu pengembangan kompetensi guru yang dikelola dengan efektif menjadi suatu hal yang logis dalam upaya mencapai visi dan misi madrasah. Pada berbagai lembaga pendidikan hingga masih mengalami kendala dalam upaya mengembangkan kompetensi guru, sehingga ini berdampak pada mutu pendidikan. Tujuan penelitian ini untuk mendeskripsikan bagaimana proses pengelolaan pengembangan kompetensi guru di madrasah serta pengelolaan faktor pembentuk iklim komunikasi madrasah pada upaya mengembangkan kompetensi guru. Metode penelitian menggunakan pendekatan kualitatif, dengan jenis penelitian kualitatif deskriptif. Informan penelitian ini adalah kepala madrasah dan guru Madrasah Aliyah Amaliyah Sunggal. Sumber data sekunder dalam penelitian ini berupa jurnal, buku, dan artikel yang relevan dengan fokus penelitian. Keseluruhan data yang didapatkan kemudian dianalisis menggunakan model analisis data Miles, Huberman, dan Saldana, yakni: langkah pengumpulan data, langkah kondensasi data, langkah menyajikan data, serta diakhiri dengan penarikan kesimpulan. Hasil penelitian yaitu kepala madrasah sebagai pemimin beserta pengelola pengembangan kompetensi guru melalui kebijakannya sebenarnya pada akhirnya menuntut para guru untuk dapat berkontribusi maksimal melalui kinerja mereka dalam upaya mencapai visi dan misi madrasah. Sehingga dapat disimpulkan Proses pengelolaan pengembangan kompetensi guru dilakukan dengan beberapa tahap, yaitu: analisis kebutuhan pelatihan yang dilakukan melalui komunikasi dengan berbagai pihak termasuk guru, perencanaan pelatihan, penyusunan bahan pelatihan, pelaksanaan pelatihan, dan penilaian pelatihan.

Keywords: Climate, Communication, Development, Teacher Competence

Introduction

Realizing the vision and mission of a madrasah is determined by various aspects including teacher competency. Therefore, developing teacher competency managed effectively has been significantly important as an effort to achieve the vision and mission of the madrasah. In various educational institutions, some obstacles were found in regards to the issue within teacher competency development, in which it directly affects the quality of education. One of the causes of the low quality of education in Indonesia is that teachers' competence as educators is still inadequate. Teacher competency falls under the low category compared with established teacher competency standards¹. The degree of teacher's competency in Indonesia certainly needs to be evaluated and improved. Regarding the low level of teacher competency, based on the results of the teacher competency test which was carried out in 2022, it was recorded that the average teacher competency score was only around 50.64 points², meaning that efforts to develop teacher competency are still not properly implemented. Efforts to develop teacher competency carried out by madrasa administrators should be the answer to such problems.

Developing teacher competency can be pursued by implementing training programs aimed at improving teacher understanding, foster motivation improving madrasah performance through increasing teacher professionalism³. The effectiveness of teacher competency development is determined by the leadership of the madrasa's principal, the environment, and the infrastructure

¹ Kurnia Putri Sepdikasari Dirgantoro, "Kompetensi Guru Matematika Dalam Mengembangkan Kompetensi Matematis Siswa," *Scholaria: Jurnal Pendidikan Dan Kebudayaan* 8, no. 2 (May 4, 2018): 157-66, <https://doi.org/10.24246/j.js.2018.v8.i2.p157-166>.

² Bintang Pradewo, "Kemendikbudristek Ungkap Rata-Rata Skor Kompetensi Guru 50,64 Poin," *Jawa Pos. Com*, 2023.

³ Happy Fitria, Muhammad Kristiawan, and Nur Rahmat, "UPAYA MENINGKATKAN KOMPETENSI GURU MELALUI PELATIHAN PENELITIAN TINDAKAN KELAS," *ABDIMAS UNWAHAS* 4, no. 1 (June 15, 2019), <https://doi.org/10.31942/abd.v4i1.2690>.

provided. The effectiveness of human resource development requires top management support in implementing the Human Resources (HR) development strategy which implements programs that are appropriate and integrated with HR needs, the integrity of all HR development administrators, the use of the latest technology and consistently updating the system, carrying out rotations. individual tasks between divisions within the organization, as well as improving the way HR learns in carrying out their tasks by utilizing available information systems⁴. In other words, madrasah leadership and administrators need to pay attention to various flows of information, especially vertical information from below so that administrators can identify teacher needs correctly and then properly determine programs that can truly develop teacher competence.

Madrasah administrators should be responsible for managing the communication climate in madrasahs to encourage teachers to be motivated in developing their competence. The communication climate in madrasahs plays significant role as it is part of the climate that needs to manage properly for it can influence teacher behavior. The continuous and consistency in maintaining quality of the environment existed in an organization is felt by members of the organization which can influence every action taken and can be analogous to a single characteristic or trait that the organization has. Leaders have a responsibility and should contribute to manage the communication climate, so that the communication climate established can support the efforts to achieve the goals of the organization they lead.⁵

⁴ Melinda Anggun, "Strategi Pengembangan Sumber Daya Manusia Dalam Meningkatkan Kinerja Strategi Pengembangan Sumber Daya Manusia Dalam Meningkatkan Kinerja Karyawan Lembaga Amil Zakat Nasional (LAZNAS) Nurul Hayat Jember" Lembaga Amil Zakat Nasional (LAZNAS) Nurul Hayat" (Universitas Islam Negeri Kiai Haji Achmad Siddiq Jember., 2022).

⁵ Ida Suryani Wijaya, "KOMUNIKASI INTERPERSONAL DAN IKLIM KOMUNIKASI DALAM ORGANISASI," *Dakwah Tabligh* 14 (2013), <https://doi.org/10.24252/jdt.v14i1.318>.

A conducive work condition can improve the performance of organizational members and produce human resources that are able to compete in the era of globalization⁶. The conducive working climate of teachers within madrasah can be seen in their good socio-economic conditions, the parent's behavioral patterns towards madrasah (teachers), and social interactions between madrasah's principal and teachers, teachers and fellow teachers, and students and teachers.⁷ Creating a conducive teacher work climate is the duty and responsibility of the madrasah's principal with various problems in educational institutions that currently left un-finished⁸. For example, teacher welfare issues, community participation in madrasa development, and modern ethics which have an impact on madrasa community communication.⁹

The communication atmosphere built in madrasahs and felt by teachers plays an important role in increasing teachers' desire to develop their potential so that they are able to carry out their duties well. Including inter-line communication felt by the teacher, management trust aspects, cooperation and closeness built between management in efforts to think about programs actually have a significant influence on the performance of administrators in realizing programs that are created and mutually agreed upon¹⁰.

Professional development carried out institutionally is beneficial for teacher development, as long as the program

⁶ "Jiang, Yong, Peiwei Li, Jingying Wang, DanHui Li. 2019. "Relationships between Kindergarten Teachers' Empowerment, Job Satisfaction, and Organizational Climate: A Chinese Model." *Journal of Research in Childhood Education* 33 (2): 257-270," n.d.

⁷ "Jelantik, A A Ketut. 2021. *Era Revolusi Industri 4.0 Dan Paradigma Baru Kepala Sekolah*. Yogyakarta, Indonesia: Deepublish," n.d.

⁸ "Ideswal, Ideswal, Yahya Yahya, DanHanif Alkadri. 2020. 'Kontribusi Iklim Sekolah Dan Kepemimpinan Kepala Sekolah Terhadap Kinerja Guru Sekolah Dasar.' *Jurnal Basicedu* 4 (2): 460-466.," n.d.

⁹ "Lisdaleni, Lisdaleni, Dwi Noviani, Paizaluddin Paizaluddin, DanBelly Harisandi. 2022. 'Problematika Pendidikan Islam Di Pesantren Dan Madrasah Di Era Globalisasi.' *Pustaka: Jurnal Bahasa Dan Pendidikan* 2 (4): 190-205," n.d.

¹⁰ Cartono Cartono and Asep Maulana, "IKLIM KOMUNIKASI, IKLIM ORGANISASI DAN IKLIM KOMUNIKASI ORGANISASI," *Orasi* 10 (2019).

management initiatives are aware of teacher needs and institutional requirements.¹¹ The impact of the workshop activities for dormitory teachers is increasing competence in understanding the concept of managing dormitories and increasing the role of dormitory teachers as parents, brothers, educators, teachers, leaders, administrators, administrators and role models in dormitories¹².

Previous research has discussed teacher competency development, and this research focuses on teacher competency development as an implication of the effectiveness of the communication climate managed by madrasas. This research was conducted to describe the process of managing teacher competency development in madrasas as well as managing the factors that form the madrasa communication climate in efforts to develop teacher competency. It is expected that this article will complement previous studies which discuss madrasah efforts in developing teacher competency. This article specifically illustrates that the development of teacher competency is influenced by the role of madrasah administrators in building the communication climate in their madrasah.

Methods

This research uses qualitative research methods, with a descriptive approach that presents, analyze, and interpret data based on facts and reality. Researchers immediately went into the field to Collect complete data according to focus problem. Primary data sources consist of informants chosen purposively because they were considered capable in providing data completely and

¹¹ Syiam, R., Abidin, Z., & Umam, K. (2022). Defining Management Strategy for the Excellence Class Program during the 2019 Coronavirus Disease Pandemic. *JIEMAN: Journal of Islamic Educational Management*, 4(2), 265-280. <https://doi.org/10.35719/jieman.v4i2.133>

¹² Nelly Agustina, Agus Salim Salabi, and Suadi Zainal, "Peningkatan Kompetensi Wali Asrama Melalui Workshop Berbasis Manajemen Pendidikan Islam Di Pesantren Darularafah Raya Deli Serdang," *Ibrah 1* (2022): 85-98.

saturated. The informant for this research is madrasah principal and Madrasah Aliyah Amaliyah Sunggal teachers. The secondary data source in this research is in the form of journals, books, and articles that are relevant to the research focus.

The research method used is basically carried out scientifically in order to obtain data that can be used for analyzing the process of managing the communication climate in madrasahs and how it impacts teacher development competency. Broadly speaking, qualitative research methods are scientific methods applied to obtain data with specific benefits and objectives. Thus, there are several important things that researchers must pay attention to, such as scientific method, data needed, objectives and its significances.

The interpretative qualitative perspective is a method and techniques that are most suitable for collecting and analyzing data about the communication climate management process and its impact on the development of teacher competency. Generally, qualitative research is based on problems that occurs in society and is intended to answer problems and paradigms that stand out in society for reveal the validity of external and local wisdom, respect background and culture, and lead to change efforts¹³.

In order to strengthen the data, the researchers carried out documentation studies on administrative activities and completeness data related to teacher competency development. All of the data obtained was then analyzed using a Miles, Huberman, and Saldana data analysis model: data collection, data condensation, data presentation, and drawing conclusions

Result and Discussion

Teacher Competency Development Management Process

Designing a teacher competency development activity needs

¹³ Leonard A. Jason & Davids S. Glenwick, *Handbook of Methodological Approaches to Community Based Research* (New York: Oxford University Press, 2016).

to involve ideas and input from the teacher. This is important because teachers as objects of teacher development activities are the one who directly experience these activities. The effectiveness of developing teacher abilities is determined by programs that are compatible and integrated with teacher needs¹⁴. In other words, an inappropriate program with teacher needs will actually have an impact on development activities as it will make the activities designed become useless and worthless for developing teacher competency. There are five important stages to consider in managing a teacher competency development program, they are: analysis of training needs, training planning, preparation of training materials, implementation of training, and assessment of training." The process of managing a good teacher competency development program certainly has a positive impact on improving teacher attitudes, knowledge and skills. The interruption in the flow of information from teachers causes the needs analysis process to not run optimally and has an impact on the design of training programs which have no effect on increasing the expected teacher competency.

At Madrasah Aliyah Amaliyah Sunggal, training needs analysis is carried out through meetings held at the beginning of the academic year with the target of implementing training programs in each semester. This is based on the results of interviews with madrasa's principal as follows:

"Every year we will conduct at least 2 training programs to develop teacher competency. At the beginning of every year we try to find out first about what competencies need to be developed in teachers. We get information about these needs from the meeting participants we invite. Including the teachers there."

¹⁴ Anggun, "Strategi Pengembangan Sumber Daya Manusia Dalam Meningkatkan Kinerja Strategi Pengembangan Sumber Daya Manusia Dalam Meningkatkan Kinerja Karyawan Lembaga Amil Zakat Nasional (LAZNAS) Nurul Hayat Jemberayawan Lembaga Amil Zakat Nasional (LAZNAS) Nurul Hayat."

This is also confirmed by the results of interviews with teachers who stated that:

"Yes, at the beginning of every semester, teachers are invited to a meeting and asked for their opinion about what training we want and can use and what we need."

In analysing training needs, teacher competency development administrators should consider input and ideas from teachers in determining the theme of the training program that will be implemented by the madrasah. Related to this needs analysis activity, it is also strengthened by documentation of the activities of the beginning of the semester meeting which was attended by the head of the madrasah, madrasah officials, teachers, and madrasah committees. There are at least seven important aspects that are dominant in determining the success of a competency development program, one of which is planning education and training needs¹⁵.

After identifying the competencies needed by teachers, the administrator of teacher competency development activities then plans out the teacher competency development activities. The planning carried out is related to the program objectives, place and schedule of the program, media to be used, program methods, program management and evaluation steps for the teacher competency development program. This is in accordance with the results of interviews with madrasa heads:

"In the process of creating a teacher competency development program, we of course determine teacher competency targets that we need to improve through the program we create. Then when and where we carry it out, what media we use and how the training process is carried out and determine

¹⁵ Edison Siregar, "FAKTOR-FAKTOR YANG MEMPENGARUHI MANAJEMEN PENDIDIKAN DAN PELATIHAN (DIKLAT) DALAM UPAYA PENGEMBANGAN SUMBER DAYA MANUSIA (SDM)," *Dinamika* 11, no. 2 (2018): 153-66.

who we involve in the training program, including the program monitoring system that we implement."

Based on interviews with madrasa's principal, information in regards to the activities for preparing training materials was obtained, the statement was as follows:

"We also prepare training materials as closely as possible according to what is required in the program by appointing a person responsible for providing the materials needed in the competency development program that we created."

This statement shows that teachers' competency development administrators try to ensure that development targets are in line with the needs of teachers and madrasas, this is in accordance with Anggun's statement regarding the effectiveness of human resource development requiring top management support in implementing competency development strategies which should implement programs that are appropriate and integrated with the needs of the organization.

Regarding the implementation of the development program, the madrasah's principal and the administrator prepare an orderly program for teacher capacity development activities starting from the opening of the event, group prayer, delivery of material and closing. This is based on interviews with teachers who stated that:

"Usually in these trainings, the activities begin with an opening from the madrasah's principal, then a prayer, after that the material is delivered by the trainer until the closing of the event."

This is also proven by the statement of the head of the madrasa as follows:

"We usually start training activities with an opening, in the form of welcoming remarks and a presentation regarding the objectives of the training activities. Next, there are prayers so that the activity runs smoothly and the goal of the activity can be achieved. Then there was a presentation of material

from the speakers we had invited and ended with the closing of the event."

Madrasa's principal and administrators also evaluate the teacher capacity development activities they carry out and use them to improve teacher capacity building programs that will be implemented in the future. In accordance with the statement of the principal:

"Of course, after we have completed the teacher competency development activities, we will evaluate these activities again, we will assess the things that are still lacking for us to be fixed in future programs."

This is also in accordance with the administrator's statement, in which in this case it was obtained from vice principal 1 who stated:

"We evaluate every teacher capacity development training activity by looking at the impact of the activities that have been carried out on improving the abilities of our teachers. This is done so that in the future the activities training could have gone better."

The statement above illustrates that the administrator of teacher competency development at Madrasah Aliyah Amaliyah Sunggal always evaluates competency development activities that have been implemented involving several instruments that have been provided. This is in line with the following statement: The effectiveness of evaluation is determined by the use of appropriate instruments, at least broadly speaking. Instruments in training and training evaluation are divided into two, qualitative and quantitative instruments¹⁶.

The statement mentioned previously also shows that the support of policy makers in madrasas in implementing better

¹⁶ Muhammad Anggung Manumanoso Prasetyo and Agus Salim Salabi, "Model Evaluasi Dan Instrumen Program Pendidikan Pelatihan Di Lembaga Pendidikan Islam," *Idarah: Pendidikan Dan Kependidikan* 5, no. 1 (2021): 101-1017.

teacher competency development programs in the future. Anggun stated that the effectiveness of human resource development requires top management support in implementing competency development strategies which should implement programs that are appropriate and integrated with the needs of the organization.

Management of Factors in Shaping the Madrasah Communication Climate as Efforts to Develop Teacher Competency

Each individual can never be separated from communication activities. Wherever they are, they always communicate and this also happens to teachers in madrasa. Communication activities that take place in madrasas can certainly influence their behavior. Everything that teachers feel in communication activities in madrasas can be said to be a communication climate. Communication climate is all perceptions that arise regarding messages or events related to messages that occur in the organization¹⁷. Organizational climate can be said to be the relative quality that is created in the internal environment of the organization, experienced by members of the organization and can influence their attitudes and actions and can be described as values or characteristics that are managed in an organizational environment¹⁸.

The communication climate in a madrasah is related to the interaction process between several basic elements in the organization, such as leaders and their leadership, individuals in the madrasah including teachers, tasks that must be carried out, the structure in the madrasah, and the individual perceptions created. The communication climate in a madrasah has an impact on every effort of madrasah's member, including members' efforts to develop

¹⁷ D.F. Pace, R.W., & Faules, *Organizational Communication* (New Jersey: Prentice Hall, 2002).

¹⁸ R. Tagiuri and G. Litwin, *Organizational Climate: Expectation of a Concept*. (Boston: Harvard University Press., 1968).

their competencies. The efforts of madrasah members in this case refer to the use of the body in every effort to carry out work activities, steps to carry out tasks, quality of performance and time efficiency in completing a job.

Some of the efforts to manage a healthy communication climate in madrasahs that can be done by the managers is to consider several factors that can influence the establishment of a communication climate, including: 1) The existence of trust, 2) Involvement in making joint decisions, 3) The existence of support, 4) The existence of openness, and 5) Focus of various parties regarding performance objectives height¹⁹. With the emergence of a mutual trust sense, to be included, to be motivated, the ease of accessing information, and attention of madrasah administrators to the success of work in the madrasah, it is expected that this can create motivation for teachers to continuously develop themselves. Furthermore, another opinion states that there are four aspects that need to be considered in managing the organizational communication climate, they are: the structure of madrasah policies, the technology used by madrasahs, the external environment of madrasahs, policies and management practices implemented in madrasahs.²⁰

In managing the madrasah' communication climate, managers need to consider the obstacles that might hinder the flow of messages and information that madrasah administrators aspire in deciding the need for teacher competency development. Some obstacles to the communication process include: filtering, emotions, information overload, communication style, defensive, language, and culture²¹. By considering the inhibiting aspects, at

¹⁹ Gerald M. Goldhaber, *Organizational Communication* (Wisconsin: Brown & Benchmark, 1986).

²⁰ Richard M. Steers, *Efektivitas Organisasi* (Jakarta: Erlangga, 1980).

²¹ S Robbins and Coulter Mary, *Management*, Tenth Edit (New Jersey: Pearson Education, Prentice Hall, 2009).

least managers can prepare solutions related to disruptions in the flow of information needed by the people involved in achieving the goal of developing teacher competency.

Based on an interview with the principal of Aliyah Amaliyah Sunggal madrasa regarding the management of communication climate factors in determining the teacher competency development program at the madrasah he leads, he stated that:

"In determining the activities we will carry out to develop teacher competency, we usually consider the input from the teachers. We ask them in meetings or surveys that we distribute to them. We usually collect their ideas first, then we filter them to determine what programs are possible for us to implement and carry out."

This statement illustrates that manager of teacher competency development activities strive to build trust and openness between managers and teachers. Where teachers feel trusted to be involved in designing programs aimed at improving their competence. This action also illustrates the openness of madrasa administrators to various input from various parties, including teachers. Such openness can facilitate the flow of communication so that information related to teacher competency development becomes effective in accordance with what was conveyed by Robbins and Mary regarding organizational communication climate factors.

Regarding aspects of the organizational policy structure presented by Steer, basically when madrasah administrators implement a centralized system in making various policies, including policies related to developing teacher competency, the formalization and strict orientation towards regulations will be strongly felt by teachers and give rise to teachers' perceptions regarding rigidity. flow of messages that take place in the madrasah. The impact is that the flow of messages from teachers to madrasa administrators, including madrasa heads, will be hampered. This

results in managers being unable to identify the various aspects that teachers actually need in developing their competencies.

Then it is inversely proportional when madrasah administrators provide autonomy and freedom in conveying opinions and ideas to teachers, which actually has an impact on the emergence of positive perceptions of the flow of messages that take place in the madrasah. This will ultimately open up a source of information regarding what teachers need in developing their competencies, so that managers can determine what aspects of competencies need to be developed in teachers and create appropriate teacher competency development programs that have a positive impact on the development of teacher competencies.

This is confirmed based on the teacher's responds which states that:

"We are usually asked by the principal about what skills we need when teaching, what skills we feel are still lacking so that we can provide training or seminars."

In carrying out teacher competency development activities, the teachers feel enthusiastic as they feel to be involved in determining programs that aim to improve their competency. This is shown based on interviews with teachers who stated that:

"We are always enthusiastic when we are taking part in activities such as seminars held by madrasahs. Because we feel that this activity is an activity that we are actively involved in. Because when we choose the activity, we determine the theme, we were also asked some questions during the meeting."

Having a sense of involvement felt by teachers can increase their motivation in participating in programs designed to develop their competencies. The motivation that emerges involves the emotional feelings of those who feel ownership of these programs. This minimizes the occurrence of communication barriers caused by emotional factors, filtering nor defensive delivered by Robbins

and Mary. Regarding the enthusiasm that emerged in teachers themselves in participating in activities aimed at developing teacher competence in accordance with Tagiuri and Litwin's statement regarding organizational climate can be said to be the relative quality that is created in the internal environment of the organization, experienced by members of the organization and can influence their attitudes and actions.

Based on observations, it can also be seen that the teachers are enthusiastic in participating in the competency development activities they undertake, which can be seen from the high level of teacher attendance and their enthusiasm in participating in various teacher competency development activities carried out by the madrasah.

Managing the communication climate in a madrasah means designing various aspects related to what people feel in the madrasah and how the flow of message exchange takes place in the madrasah. Some of these aspects include factors related to friendship, sense of being supported and chances to support the event, their preferences and how the manager manages each risk. This is based on interviews with madrasa principal regarding how madrasas support teacher competency development:

"When carrying out teacher training, we always supervise these activities. If there are problems presented to us, we will try to find a solution, if something is missing, then we will try to complete the things that may be missing."

Based on this statement, the management strives to provide as much support as possible so that the training they carry out is effective and can help teachers improve their competence. Various policies are designed to facilitate the implementation of effective and efficient teacher competency development programs, this is in accordance with Pace and Faules' statements regarding the policies of organizational leaders in managing a conducive communication climate in madrasas.

Regarding the sustainability of the competencies achieved by teachers, madrasahs also ensure such process by creating policies so that teachers can implement the things they have been trained for, whether in the form of behavioral patterns, knowledge or skills in the teaching and learning process that takes place at the madrasah. This is in accordance with the statement of the head of the madrasah:

"As the training targets we created are clear, we also strive to ensure that what we have been trained can be applied by teachers in the classrooms. Where we also inform teachers that developing their competencies is important so that the madrasah's vision can be achieved well."

The statement of the principal was also strengthened by the teacher who stated that:

"When we were asked for input about the training themes that the madrasah wanted to create, the principal also explained the benefits of the training that would be implemented. He said that if it is possible, we will try to make sure that we can use what we have been trained for when we teach in class."

This statement illustrates that the principal as the leader and manager of teacher competency development, through his policies, actually expects teachers to be able to contribute maximally through their performance in an effort to achieve the vision and mission of the madrasah. This is in accordance with Pace and Faules' statement regarding the interaction between several basic elements in an organization, such as leaders and their leadership, individuals in madrasahs including teachers, and tasks that must be carried out.

Conclusion

The process of managing teacher competency development is carried out in several stages, such as: analysis of training needs

carried out through communication with various parties including teachers, planning process, preparing the training materials, implementing the training, and evaluating the training.

Management of the madrasah communication climate takes into account several factors, including: trust and openness aspects built between administrators of competency development activities and teachers, emotional factors of various parties in the teacher competency development process, support factors in the implementation of teacher competency development programs and factors related to the objectives of the work results which is to have a high quality.

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