TRAINING EXPERIENCE AND TEACHING PROFESSIONALISM COMPETENCIES TEACHER AT ISLAMIC BOARDING SCHOOL PONTIANAK CITY

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Abstract

Education is something that humans really need, which aims to form good and virtuous people according to the ideals and values of society and to make the life of the nation more intelligent. This research aims to determine and analyze training and teaching experiences to improve teacher professionalism at the Al-Murabbi Islamic boarding school, Pontianak City. The focus of the research is 1) Increasing teacher professionalism competency through innovative learning model training, 2) Teaching experience on teacher professionalism competency, 3) Application of training and teaching experience to teacher

professionalism at the Al-Murabbi Islamic boarding school, Pontianak City. The method used is qualitative descriptive to look for the breadth of the nature, character and climate of the organization. The data used is observing, analyzing research objects in training at Islamic boarding schools. Data collection through interviews, documentation and observation, data validity through observer diligence, references and member checks. Conclusions obtained from the research, 1) Teachers receive basic training; basic training in the form of making lesson plans, curriculum, using online systems when teaching and techniques when teaching. 2) Rank training; Rank training in the form of discipline, good quality lessons, innovation and creativity in teaching to students and female students at the Al-Murabbi Islamic Boarding School, Pontianak City.

Pendidikan merupakan sesuatu yang sangat dibutuhkan manusia, yang bertujuan untuk membentuk manusia yang baik dan berbudi luhur menurut cita-cita dan nilai-nilai dari masyarakat serta untuk mencerdaskan kehidupan bangsa. Penelitian ini bertujuan untuk mengetahui dan analisa pengalaman pelatihan dan mengajar untuk meningkatkan profesionalisme guru pada pondok pesantren Al-Murabbi Kota Pontianak. Fokus penelitian ialah 1) Peningkatan Kompetensi profesinalisme guru melalui pelatihan model Pembelajaran inovatif, 2) Pengalaman mengajar pada Kompetensi profesionalisme guru, 3) Penerapan pengalaman pelatihan dan mengajar terhadap profesinalisme Guru pondok pesantren Al-Murabbi Kota Pontianak. Metode yang digunakan deskriptif kualitatif mencari keluasan sifat, karakter dan iklim organisasi. Data yang digunakan ialah mengamati, analisis objek penelitian pada pelatihan di pondok Pesantren. Pengumpulan data melalui wawancara, dokumentasi dan observasi, keabsahan data melalui ketekunan pengamat, referensi dan *member check*. Simpulan yang di dapat dari penelitian, 1) Guru-guru mendapatkan pelatihan dasar; pelatihan dasar berupa pembuatan RPP, kurikulum, mengunakan sistem online saat mengajar dan teknik-teknik saat mengajajar. 2) pelatihan Kepangkatan; pelatihan kepangkatan berupa kedisiplinan, mutu pelajaran yang baik, inovasi dan kreativitas mengajar kepada santri dan santriwati Pondok Pesantren Al-Murabbi Kota Pontianak.

Keywords: Experience, Training, Teaching, Teacher Professionalism

Introduction

Education is a need and obligation for every human being whose aim is to develop the quality of life. As a form or method of education, its implementation is in a continuous process in every type and level of education.

[1]Education has a very important role in human life. In other words, education is something that humans really need, which aims to form good and virtuous people according to the ideals and values of society and to make the life of the nation more intelligent.

The Qur'an explains how important it is to explore knowledge, as in[2](Qs. At-Taubah (9): 122)

Meaning*: "It is not proper for the believers to all go (to the battlefield). why not go from each group among them a few people to deepen their knowledge of religion and to warn his people when they have returned to him, so that they can take care of themselves.*

It can be understood how important knowledge is for human survival. With knowledge, humans will know what is bad and good, right and wrong, bringing benefits and harm. Humans have knowledge of Allah SWT which raises their level and also makes it easier for them to achieve happiness and success.

[3]Training is a series of individual activities to systematically

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[1] Hidayat, Yayat, et al., "Islamic Education Management".*Syi'ar: Journal of Communication Science, Islamic Community Counseling and Guidance* 6 (2) (2023), 52-57. https://doi.org/10.37567/syiar.v6i2.2214.

2 Al-qu'an translation

[3] Yuliana, Yuliana, Haryadi Haryadi, and Ade Irma Anggraeni. "The Influence of Teacher Competency and Training on Teacher Professionalism with Motivation as an Intervening Variable at Mi, Mts and Vocational Schools at the Darul Abror Islamic Boarding School Foundation, Kedungjati."*Journal of*

increase knowledge and skills in their field so that the individual can work professionally. Training is a learning process for employees so they can carry out their work according to standards. [4]The purpose of training is so that individuals, in work situations, can acquire the ability to perform certain tasks or jobs satisfactorily, preventing skill obsolescence at all levels of the organization.

[5]experience is what we do and think over time. Meanwhile, teaching is a well-known profession whose practice is open to all who wish to strive to achieve their goals and master the requirements to achieve competent practice.

[6]Teaching experience is one of the factors that really determines success in education. Teaching experience in this case is the period of work as a teacher. Teaching experience is also a factor that can support the implementation of teaching and learning activities[7]. The length of time you work as a teacher will provide different

Economics, Business and Accounting 21, no. 1 (2019). 1-14 DOI: https://doi.org/10.32424/jeba.v21i1.1288

[4] Bariqi, Muhammad Darari. "Training and development of human resources."*Journal of management and business studies*5, no. 2 (2018): 64-69. DOI:https://doi.org/10.21107/jsmb.v5i2.6654

[5] Eliyanto, Eliyanto, and Udik Budi Wibowo. "The influence of education level, training and teaching experience on the professionalism of Muhammadiyah high school teachers in Kebumen district."*Journal of Educational Management Accountability* 1, no. 1 (2013): 34-47.DOI: https://doi.org/10.21831/amp.v1i1.2321

[6] Eliyanto, Eliyanto, and Udik Budi Wibowo. "The influence of education level, training and teaching experience on the professionalism of Muhammadiyah high school teachers in Kebumen district."*Journal of Educational Management Accountability*1, no. 1 (2013): 34-47. TWO:https://doi.org/10.21831/amp.v1i1.2321

[7] Alamsyah, Muhammad, Syarwani Ahmad, and Helmi Harris. "The Influence of Academic Qualifications and Teaching Experience on Teacher Professionalism."*Journal of Education Research* 1, no. 3 (2020): 183-187.DOI: https://doi.org/10.37985/joe.v1i3.19

experiences between one teacher and another. [8]The benefits that teachers can get from teaching experience, namely:

1. Able to organize teaching preparations accurately and quickly
2. Easy to adapt to students
3. Responsive to teaching problems, especially those related to the learning and teaching process
4. Flexible in using learning media
5. Easy to encourage students to achieve

The longer he serves as a teacher, the more experience he has, so a teacher who has had a long tenure will not be the same as a new teacher Islamic boarding schools, the quality of education which refers to output must produce two domains, namely: 1) the creation of ulama which can accommodate all the phenomena of life in accordance with the teachings or principlesAl-Qur'an and hadith. 2) the formation of people with competitive skillsin the field Science and Technology (ITC) is in line with current developments. The ability of Islamic boarding schools to integrate quality education is a form of necessity that rapidly requires reconstruction or even deconstruction of the existing system. Islamic boarding schools must be able to provide extensive knowledge so that students can study this knowledge at the Islamic boarding school.

[9]Teacher professionalism and competence include expertise or expertise in their field, namely mastery of the material they must teach and its methods, a sense of responsibility for their duties and a sense of togetherness with other fellow teachers.

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[8] Laelasari, Desy, et al., "The Influence of Level of Education, Training and Teaching Experience on the Professionalism of Cemplang State Elementary School Teachers, Cibungbulang District, Bogor Regency."*Dirosah Islamiyah Journal* 2, no. 2 (2020): 200-220.**DOI** https://doi.org/10.47467/jdi.v2i2.120

[9] Aini, Erhat Zakiyatul. "Islamic Boarding School Management in Developing the Quality of Islamic Education at the Prince Diponegoro Islamic Boarding School, Sleman."*Educative: Journal of Educational Sciences*3, no.6 (2021): 4750-4756. DOI: https://doi.org/10.31004/edukatif.v3i6.1543

[10]The teacher is a figure who occupies a position and plays an important role in education. Teachers are one of the determining factors for the high and low quality of educational outcomes. Then every teacher is required to always improve the quality in carrying out their duties in order to have high performance. [11]Understanding Professional Competence Before explaining the meaning of professional competence as a whole, we will first explain the meaning of competence and professionalism. Etymologically, competency means "skill or ability".[12]Meanwhile, in terms of terminology, it means knowledge, skills and basic values that are reflected in habits of thought and action. Teachers can provide innovations in class, thereby controlling the situation of all the students they teach.

[13]Contained in Law of the Republic of Indonesia Number 14 of 2005 concerning Teachers and Lecturers Article 2 paragraph (1) Confirms that teachers have a position as professional staff at the levels of primary education, secondary education and early childhood education in formal education channels who are appointed in accordance with statutory regulations. In Article 4 it is also explained that the position of teachers is as personnelprofessional as intended in Article 2 paragraph (1) functions to increase the dignity and role of teachers as learning agents and functions to improve the quality of national education.

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[10] Ainiari, Agustini. "The role of teachers in managing learning."*Iqra' Scientific Journal* 12, no. 2 (2018): 106-124. DOI: http://dx.doi.org/10.30984/jii.v12i2.897

[11] Sulastri, Sulastri, Happy Fitria, and Alfroki Martha. "Teacher professional competence in improving the quality of education."*Journal of Education Research* 1, no. 3 (2020): 258-264. DOI: https://doi.org/10.37985/jer.v1i3.30

[12] Koriati, Eti Dwi, Aldo Redho Syam, and Ayok Ariyanto. "Efforts to Increase the Professional Competence of Basic Education Teachers in the Learning Process."*AL-ASASIYYA: Journal Of Basic Education* 5, no. 2(2021): 85-95. DOI:10.24269/ajbe.v5i2.4815

[13] Republic of Indonesia, P.*Law 14-2005 Teachers and Lecturers.pdf(2005)*p.17.

Therefore, it cannot be denied that teachers must have extensive knowledge, master various types of learning materials, master the theory and practice of educational training, and master the curriculum and learning methodology.[14]Teachers must be equipped. A teacher's competency is one of the factors that influences the achievement of learning objectives in an educational unit, however teacher competency does not stand alone, but is influenced by educational background, teaching experience, length of time teaching andprofessional Teacher. Differences in the competence of teachers who have educational backgrounds, training experience,education and teaching experience and teacher professionalism are absolute concerns in improving the quality of education.[15]Forincrease The supporting factor that needs to be done is training for teachersat school. Every teacher must take part in training/upgrading on learning models, training in making teaching aids, training in syllabus development, training in making materials and so on.[16]So through this training, new information and teaching methods can be quickly accepted by educators, so that they can increase the ability and motivation of educators to carry out their work. Apart from that, teachers also need training to broaden their knowledge and improve their skills and the quality of education.

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[14] Koriati, Eti Dwi, et al., "Efforts to Increase the Professional Competence of Basic Education Teachers in the Learning Process."*AL-ASASIYYA: Journal Of Basic Education*5, no. 2(2021): 85-95. DOI:10.24269/ajbe.v5i2.4815

[15] Fitria, Happy, Muhammad Kristiawan, and Nur Rahmat. "Efforts to increase teachercompetency through classroom action research training."*Abdimas Unwahas* 4, no. 1 (2019). 14-25 DOI: http://dx.doi.org/10.31942/abd.v4i1.2690

[16] Nugroho, Agung, Doni Pestalozi, and M. Rusni Eka Putra. "Increasing Teacher Competency through Training in Writing Teaching Materials and Innovative Learning Media at SDIT and SMPIT Boarding School Musi Rawas."*PKM Linggau: Journal of Community Service and Empowerment* 2, no. 1 (2022): 1-15.DOI: https://doi.org/10.55526/pkml.v2i1.246

Methods

This research was conducted using a descriptive method using a qualitative approach[17]. Says that "this method uses a qualitative descriptive format aimed at describing, summarizing various conditions, situations, or various phenomena of surface reality as a characteristic, character, nature, model, or description of certain conditions, situations, or phenomena. The data used observing, analyzing research objects during training at the Al-Murabbi Islamic Boarding School, Pontianak City. Data collection through interviews, documentation and observation,[18]The validity of the data is carried out through observer diligence at the Islamic boarding school and taking primary data, references and member checks. The results of this research describe training management and teaching experience to increase teachers' insight to become professional in educating and teaching at the Al-Murabbi Islamic boarding school, Pontianak City.

Result and Discussion

Increasing Teacher Professional Competence Through Innovative Learning Model Training

A teacher is a professional position that must be intensively provided with experience through training, because training can increase the teacher's knowledge and skills as an employee in carrying out their duties.[19]. Training is a process in which people

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[17] Sugiyono. Quantitative, Qualitative, and R&D Research Methods. Alphabet. (2019) p. 34

[18] Dan Eko Agustinova.*Understanding Qualitative Research Methods Theory and Practice*. Yogyakarta: Calpulus (2015) p.37

[19] Kraft, Matthew A., David Blazar, and Dylan Hogan. "The effect of teacher coaching on instruction and achievement: A meta- analysis of the causal evidence." *Review of educational research* 88, no. 4 (2018): 547-588. DOI:10.3102/0034654318759268

attain the ability to help achieve organizational goals.[20]Teachers, based on their professional duties, carry out tasks*socio-cultural*which functions to prepare the younger generation, in accordance with the nation's ideals. Likewise, the problem of teachers in our country can be said to have a central position in the world of education, both formal education and non-formal education.

To develop and improve teachers must have a starting point from the belief that there is a change in increasing the status of teachers to become professionals, and a high appreciation of the environment. Of course, competency is an important step that needs to be improved. Intellectual competencies are various sets of knowledge within an individual, needed to support various aspects of performance as a professional teacher. This can be designed with a self-quality improvement program from the government[21].

[22]Methods and strategies are effective ways of conducting learning so that they can have a good impact on teachers and students. The aim of innovative learning is to make changes in the class, previously inactive classes become more active and students become interactive with their friends and teachers.

[23]To be able to carry out learning effectively, teachers need to consider many things, including the use of learning models or

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[20] Hsu, Ting-Chia, et al., "*How to learn and how to teach computational thinkin*g: Suggestions based on a review of the literature." *Computers & Education* 126 (2018):296-310. doi.org/10.1016/j.compedu.2018.07.004

[21] Dudung, Agus. "Professional Compensation of Teachers. "JKKP (Journal of Family Welfare and Education) 5. No. 1 (2018): 9-19DOI : https://doi.org/10.21009/JKKP.051.02

[22]Yeager, David S., et al. "Teaching a lay theory before college narrows achievement gaps at scale." *Proceedings of the National Academy of Sciences* 113, no. 24 (2016):33-48. https://doi.org/10.1073/pnas.1524360113

[23] Ceha, R., Endang Prasetyaningsih, and Iyan Bachtiar. "Increasing teachers' abilities in utilizing information technology in learning activities."*ETHOS: Journal of Research and Community Service* (2016): 131-138.DOI: https://doi.org/10.29313/ethos.v0i0.1693

methods that are active, creative, and fun. For a teacher, basic scientific abilities are used to teach their students. So training has a positive impact on equipping a teacher within himself and for teaching his students, with abilities based on training, teachers can carry out learning using training materials.

[24]Gaining the competence of a teacher means developing potential is divided into three aspects, namely as follows:

1. Knowledge, skills, attitudes, understanding, appreciation and hope become the characteristics of a person in carrying out their duties. This aspect refers to competence as a description of the ideal substance or material that teachers should master or are required to master in carrying out their work. In this way, an educator can be prepared or learn to master certain competencies to prepare him to work professionally.

2. The characteristics and characteristics of competence described in the first aspect appear real (*manifest*) in acts of behavior and for work. This aspect refers to competence as a description of real work that is visible in the quality of a person's mindset, attitudes and actions in carrying out their work professionally. A person can succeed in theoretically mastering all aspects of the competency material taught and required.

3. The results of the work meet certain quality standard criteria, this aspect refers to competence as a result (output and outcomes) from performance. A person's competence characterizes actions orbehavior and proficient in carrying out tasks to produce effective and efficient work actions. The

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[24] Astuti, Retno Widia,et al., "The Influence of Leadership Styles and Work Motivation on Teacher's Performance". *Journal of Social Work and Science Education* 1 (2) (2020) :105-14. https://doi.org/10.52690/jswse.v1i2.33.

results are producing of a person's competence in carrying out their duties and work. So that others can judge whether someone is carrying out their duties and work competently and professionally or not.

Teaching Experience on CompetenciesProfessionalism teacher inCottage Al-Murabbi Islamic Boarding School, Pontianak City

[25]Work experience is one of the factors in supporting the implementation of teaching and learning activities. The work experience possessed by a teacher determines the achievement of learning outcomes that will be achieved by students so that the goals that will be achieved by the school can be achieved. Teacher work experience itself is the teacher's work period in carrying out duties as an educator in a particular educational unit in accordance with the letter of assignment from the institution authorities (can be from the government or community groups providing education). A qualified teacher must have learning experience, so that the results of the teaching provided can be proven.

[26]The results of observations and interviews with administrators, namely Ustadz Abdul Maulid, administrator of Al-Murabbi Islamic Boarding School, Pontianak city, said that the learning process is very varied, such as:

1. The teacher gave the lesson through the blackboard, explaining the verse or the hadith.

2. The teacher used the infocus screen for students and female students.

[25] Setiawan, Risky. "The Influence of Income, Experience, and Academic Qualification on the Early Childhood Education Teachers' Creativity in Semarang, Indonesia." *International Journal of Instruction* 10, no. 4 (2017): 39-50. https://doi.org/10.12973/iji.2017.1043a

[26] Results of interviews with Islamic boarding school administrators; Abdul Maulid (23/10/2023)

With this experience, teachers can use it as a reference for new teachers and also teachers who have served at the boarding school for a long time.

[27]Al-Murabbi Islamic boarding schoolown 65 teachers, 25 in the religious field, 40 in the field of science and social sciences. On average, they have been teaching for 5 to 10 years. There are 11 certified teachers while the others are permanent and honorary teachers. Now, cottageuse learning curriculumministry Religion, because Islamic boarding schools take many Islamic religious lessons and extracurriculars that contain religious elements.

[28]The teacher's perceived experience of teaching Al-Murabbi Islamic boarding school is:

1. Classroom and subject-specific teacher training

    The class teacher is always the main one in all subject areas, the training given to teachers can provide knowledge on how to handle each student and all subjects that will be taught given to his students. Meanwhile, subject teachers will be given guidance on curriculum materials and guidance on mastery of the material presented.

2. Use Instructional Media

    Teachers are directed to use good learning media, such as using infocus and other teaching aids. Other learning media depend on what subjects are taught, Al-Murabbi Islamic boarding school also has extracurricular activities in language, rabbana, drum band and silat, and archery training.

3. Give performance to the teacher

    The results of teaching experience can get good grades, in the form of academic and non-academic achievements. Academic achievements include discipline

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[27] Results of interviews with Islamic boarding school administrators; Abdul Maulid (23/10/2023)

[28] Interview results of the deputy chairman of Pondok Ustad Mustofa 10/29/2023)

in attendance, best teacher achievement, teacher certification, and promotion.

Application of Experience in Training to the Professionalism of Teachers at Al-Murabbi Islamic Boarding School, Pontianak City

[29]Fact education will not be left outfact human, causesubject The main thing in education is people. Efforts to make the nation's life smarter are one of the national-scale goal orientations that are prioritized in the development of the world of education in our homeland, our beloved Indonesia. In the midst of the dynamic pace of the world of education and regional autonomy, the participation of all levels, in this case education practitioners, academics andscientist to be able to discover positive things from the side*scientific*, that is, not just*transfer* Science (*knowledge*) in the context of developing academic disciplines but also building character, morals and personality so that the younger generation can live their lives better now and in the future.[30]With the hope of being able to support and improve the quality and quality of input and output in the world of education which must begin to be improved in terms of operational standardization in all matters with the aim and purpose of being able to produce the next generation with strong, creative character, intelligence, skills and responsibility. on the life of the nation and state. The process of experience in rational/intelligent training activities is one of the main characteristics and even the "heart" of science as an important skill needed to support improving the quality of human resources as good citizens (*good citizenship*), in addition to problem-solving

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[29] Mulyawan, Budi. "The influence of experience in training on increasing teacher professional competence."*FPIPS Communication Media* 11, no. 1 (2012). https://doi.org/10.23887/mkfis.v11i1.453
[30] Firman, K. "School Principal Management in Improving Teacher Functions at Merangin 4 State High School. 11 (September), (2021) 349–361."DOI:http://dx.doi.org/10.33087/dikdaya.v11i2.233

abilities and skills.

[31] So, related to increasing teacher professionalism in their field of study, such as the Al-Murabbi Islamic boarding school in Pontianak City, training experience plays a very important role. Training experience can be obtained by developing experience in training such as curriculum development. The implementation of subject teacher deliberations, training in the preparation of learning administration such as the RPP syllabus and curriculum influence the level of knowledge, attitudes, and skills and professional competence of teachers.

Conclusion

Based on the research above, it can be concluded that:

1. Competency Improvementprofessionalism teachers through training in innovative learning models. Knowledge abilities, methods, strategies, skills, attitudes, nature of understanding in teaching.

2. Teaching experience in teacher professionalism competency; classroom and subject-specific teacher training,use learning media, and provide performance to teachers.

3. Application of training and teaching experience to the professionalism of Al-Murabbi Islamic boarding school teachers in Pontianak City. Training experience can be obtained by developing experience in training such as curriculum development.

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[31] The result of an interview with manager Abdul Maulid, 29/10/2023)

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