



Implementation of Professional Competency Development for Teachers in Islamic Religious Education

¹Vita Latriana Candrawati, ²Zikry Septoyadi, ³Dulyawit Naknawa,
⁴Abdul Karim Ali, ⁵Adil Ahmad Fauzi

^{1,2}Universitas Sunan Gresik, Indonesia ³Ramkhamhaeng University, Thailand,
⁴University Malaya, Malaysia, ⁵Maghfirah Islamic Leadership Boarding School, Indonesia
e-mail: ¹vl.candrawati@lecturer.usg.ac.id

Abstract

Teaching and learning activities at MTsS Maghfirah Islamic Leadership Boarding School (MILBoS) have generally been running well, but still require strengthening and development in several aspects, particularly in improving teacher competency as the main factor determining the quality of learning. Based on Law Number 14 of 2005 concerning Teachers and Lecturers, Article 8, teacher competency includes pedagogical, personality, social, and professional competencies obtained through professional education. Therefore, developing teacher competency in Islamic religious education is a strategic need in improving the quality of education, especially in the context of boarding schools that have the characteristics of integrated academic and religious development. This study aims to describe and analyze the implementation of teacher competency development at MTsS MILBoS. The study used a qualitative method with a descriptive-analytical approach. This approach produces descriptive data in the form of written and spoken words from informants, as well as behavior observed in natural contexts, rather than quantitative data. Research informants consisted of the principal, teachers, and students who provided information related to the implementation of the teacher competency development program in Islamic religious education. In addition to primary data, this study also utilized relevant secondary data. Data collection techniques were carried out through observation, interviews, and documentation. Data analysis was carried out in three stages: data reduction, data presentation, and drawing conclusions and verification using an interactive analysis model. The results of the study indicate that the implementation of teacher competency development at MTsS MILBoS was effective and had a positive impact. Teachers showed high enthusiasm in planning and implementing various development programs, resulting in significant improvements in pedagogical, social, personality, and professional competencies. Thus, teacher competency development in Islamic religious education at MTsS MILBoS contributed to improving the quality of learning and strengthening the quality of education in the boarding school environment.

Keywords: Implementation, Competence, Teachers, Islamic Religiousness



Licensed under Creative Commons Attribution-ShareAlike 4.0 International.

*Copyright (c) 2026 Vita Latriana Candrawati, Zikry Septoyadi, Dulyawit Naknawa, Abdul Karim Ali, Adil Ahmad Fauzi

Introduction

The management process essentially involves planning, organizing, directing, coordinating, and evaluating the individuals and resources involved in achieving organizational goals. From a modern management perspective, management is not

merely an administrative function, but rather a collaborative process that emphasizes participatory leadership and human resource capacity development (Bush, 2022; UNESCO, 2021). Consistent with Henry's classic view that the essence of management is action carried out in collaboration with others to achieve specific goals (Agus, Wibowo., 2013), contemporary literature confirms that the effectiveness of educational organizations is largely determined by the quality of human resource management, particularly teachers (OECD, 2023).

In the context of 21st-century education, teacher development is no longer incidental, but rather must be planned, sustainable, needs-based, and oriented toward improving the quality of learning (Darling-Hammond et al., 2021; World Bank, 2022). Continuous professional development (CPD) programs for teachers have been shown to positively correlate with improvements in the quality of teaching and student learning outcomes (OECD, 2023). Therefore, educational institutions, including madrasahs, need to design systematic teacher development programs through training, workshops, academic supervision, teacher learning communities, and the integration of digital technology into learning (UNESCO, 2021).

Teachers are central figures in the educational process. They serve not only as transmitters of material but also as educators, guides, facilitators, evaluators, and moral role models for students. In the context of Islamic education, teachers have a broader responsibility, namely shaping character and instilling Islamic values that are integral to cognitive, spiritual, and moral aspects (Huda & Kartanegara, 2023). Teacher professionalism, from a contemporary perspective, encompasses in-depth mastery of subject matter, adaptive pedagogical skills, socio-emotional skills, and digital literacy (Hattie, 2023; World Economic Forum, 2023).

Law Number 14 of 2005 emphasizes that teacher competencies encompass pedagogical, personality, social, and professional competencies. In recent educational studies, these four competencies are understood as an integrative whole that shapes a teacher's professional identity (Darling-Hammond et al., 2021). Professional competency, for example, encompasses not only subject matter mastery but also the ability to design learning based on student needs, reflect on practice, and utilize Information and Communication Technology (ICT) to improve learning quality (OECD, 2023). The use of technology and innovative approaches is a crucial part of teacher professionalization in the era of digital transformation (World Bank, 2022). The

discussion of the four teacher competencies in this study places greater emphasis on professional competency, namely the teacher's ability to master subject matter in depth, develop teaching materials, and implement knowledge relevant to the field of expertise being taught. Professional competency is a crucial foundation for ensuring the quality of the learning process and improving student academic achievement.

However, professional competency cannot be separated from other competencies. Pedagogical competency plays a role in a teacher's ability to design, implement, and evaluate learning that is appropriate to the characteristics of the students. Personality competency relates to the teacher's moral integrity, maturity, and role model, which are crucial aspects of character development in Islamic education, particularly in the context of boarding schools. Meanwhile, social competency reflects a teacher's ability to establish effective communication and interaction with students, fellow educators, and the educational institution environment, thereby creating a conducive learning climate that supports the development of students' Islamic character.

The quality of education is highly dependent on the level of teacher competency. The higher the teacher's competency, the greater the opportunity to improve the overall quality of education. Global research shows that teacher quality is the school factor that most significantly influences student learning outcomes (Hattie, 2023). However, initial observations still reveal several indicators of low teacher professionalism, such as a lack of innovative approaches, emotional instability in learning, and suboptimal mastery of material. This situation indicates the need for continuous strengthening of pedagogical, personal, social, and professional competencies through structured training and coaching programs (Darling-Hammond et al., 2021).

Quantitatively, the number of teaching staff in MILBoS is sufficient, but qualitatively, competency improvement is still needed to achieve expected standards. This challenge requires a systematic teacher development management strategy based on needs assessment. Effective teacher professional development has been shown to contribute significantly to increased work motivation, learning innovation, and student learning outcomes (OECD, 2023; World Bank, 2022). Previous research, such as Alfiyanti's (2021) study, shows that planned teacher competency development management through work meetings, training, supervision, and periodic evaluations can simultaneously improve all four teacher competencies. Similarly, Ni'mah's (2019) research emphasized the importance of implementing management functions in

developing educator human resources to increase the competitiveness of educational institutions. However, these studies have not specifically examined the implementation of teacher competency development in the context of a boarding school-based education system. Islamic leadership such as MILBoS. Therefore, this research is relevant because it examines teacher competency development management in the context of a madrasah boarding school, which is characterized by the integration of academic education and religious guidance. An effective development management approach is expected to produce professional, adaptive teachers with Islamic character, and able to meet the challenges of 21st-century education.

Research Method

This study employed a qualitative approach with a descriptive-analytical approach (Sugiyono, 2019). The qualitative approach was chosen because it aimed to deeply understand the phenomenon of teacher competency development in a natural setting and interpret the meanings given by research subjects to their experiences (Creswell & Poth, 2018; Merriam & Tisdell, 2021). The descriptive approach in qualitative research focuses on presenting data in the form of written or spoken words, observed behavior, and relevant documents, rather than statistical figures (Sugiyono, 2019). Descriptive research aims to systematically describe the facts, characteristics, and relationships between the phenomena under study (Miles, Huberman, & Saldaña, 2019). Therefore, this study provides an in-depth description and analysis of teacher competency at MTsS MILBoS in the context of its development implementation. The informants in this study were subjects with direct knowledge and experience related to the phenomena under study. Informants were selected using purposive sampling, based on specific considerations consistent with the research needs (Creswell & Poth, 2018). Informants included the principal, teachers, and students at MTsS MILBoS, who were deemed capable of providing comprehensive information regarding teacher competency development in Islamic religious education. The informants involved were one principal, four Islamic Education teachers, and six students. The principal was selected because of his strategic role in policy formulation and management of teacher competency development at the madrasah. The teachers selected as informants were based on specific criteria: they were actively teaching Islamic Education, had at least several years of teaching experience, and were involved in professional development

activities such as training, supervision, or teacher competency improvement programs. Meanwhile, students were selected from several grade levels (e.g., grades VII, VIII, and IX) based on their direct involvement in the learning process and their ability to provide learning experiences related to teacher competency. This selection of informants was expected to provide comprehensive and in-depth information regarding teacher competency development practices in Islamic Education teaching at MTsS MILBoS.

In addition to primary data, this study also utilized secondary data in the form of official documents, madrasah archives, activity reports, and literature relevant to the research objectives. The use of secondary data aimed to strengthen data validity and triangulation (Yin, 2018). Data collection techniques in this study included observation, in-depth interviews, and documentation. Observations were conducted to obtain a direct overview of teaching practices and teacher competency development activities. Interviews were used to explore informants' experiences, perceptions, and perspectives in depth (Merriam & Tisdell, 2021). Data collection techniques in this study included observation, interviews, and documentation. The researcher conducted direct observations within the MTsS MILBoS environment to observe the learning process and activities related to the development of Islamic Religious Education teacher competencies. Observations were conducted over four learning sessions, each lasting approximately 60–90 minutes. Observed aspects included the learning planning and implementation process, the methods used by teachers, interactions between teachers and students, and the implementation of teachers' pedagogical and professional competencies in learning activities. The researcher used an observation guide developed based on teacher competency indicators. Furthermore, semi-structured interviews were conducted to obtain in-depth information while remaining focused on the research focus. Interviews with the principal, teachers, and students lasted approximately 30–60 minutes for each informant. Interviews were conducted directly within the madrasah environment, such as in the principal's office, the teachers' lounge, or an area where students could comfortably provide answers. The interview guide served as the primary reference, but the researcher allowed informants to develop their answers based on their experiences.

Meanwhile, documentation was conducted by reviewing various documents related to teacher competency development at MTsS MILBoS, such as the madrasah's work program, teacher training documents, supervision results, lesson implementation

plans (RPP), and archives of teacher professional development activities. These documents were obtained with permission from the madrasah and accessed through the school's administration and archives. During the data collection process, most documents were easily accessible, although some internal documents required special permission from the madrasah before they could be used as research data sources. Documentation was used to supplement and confirm the data from the observations and interviews. Data analysis was conducted interactively through the stages of data reduction, data presentation, and conclusion drawing or verification, as outlined by Miles, Huberman, and Saldaña (2019). First, data reduction was carried out by selecting, focusing, and simplifying data from observations, interviews, and documentation relevant to the research focus. Data reduction criteria were based on the data's suitability to the research theme, namely the development of Islamic Religious Education teacher competencies, which encompass pedagogical, professional, personality, and social competencies. Data not directly related to the research focus was removed, while relevant data was categorized into specific themes.

Second, data was presented in descriptive narrative form, combined with tables or thematic matrices to facilitate understanding of the relationships between the data. This data presentation included categorization results from field findings, such as the form of teacher competency development programs, the role of the principal in competency development, and their impact on the Islamic Religious Education learning process. Third, conclusions were drawn and verified gradually throughout the research process. Initial conclusions derived from data reduction and presentation were then verified through cross-checking of data sources, including comparisons of interviews, observations, and documentation. The verification process also involved member checking, which involved reconfirming the findings with research informants. This member checking was carried out after the transcription and initial analysis process was completed, involving several key informants such as the principal and teachers to ensure that the researcher's interpretation was in accordance with the information they conveyed. To ensure the validity of the data, this study applies source and method triangulation techniques, and conducts member checking to ensure the conformity of the researcher's interpretation with the information provided by the informant (Creswell & Poth, 2018).

Results and Discussion

Based on the research conducted at MTS MILBoS, which collected data through direct observation, interviews, and documentation, the author will then analyze the research findings.

In essence, management is not only understood as a set of administrative procedures, but also as tips, strategies, and the art of managing organizational resources effectively and efficiently. Management requires a combination of conceptual insight, technical skills, and adequate interpersonal communication skills to optimally achieve organizational goals. From a classical perspective, G.R. Terry (2005) defines management as a unique process consisting of planning, organizing, motivating, and controlling actions carried out to determine and achieve predetermined goals through the utilization of human and other resources.

Similarly, Harold Koontz and Cyril O'Donnell stated that management is the effort to achieve specific goals through the activities of others, which requires the coordination of activities such as planning, organizing, staffing, directing, and controlling (Hasibuan, 2007). This concept emphasizes that management is a systematic, goal-oriented process and emphasizes the importance of coordination and integration in the implementation of organizational tasks.

In the development of modern management theory, management functions remain relevant, but are enriched with collaborative leadership approaches, performance-based management, and strengthening organizational culture (Robbins & Coulter, 2022). In education, management functions not only as a tool for organizational control but also as an instrument for transforming educational quality through sustainable human resource management (Bush, 2022). Therefore, teacher competency development, as part of educational human resource management, must be systematically designed through an integrated cycle of planning, implementation, and evaluation.

Based on observations at MILBoS, the implementation of teacher competency development has been running well and demonstrates an institutional commitment to improving educator professionalism. The school has established a policy that encourages teachers to participate in various competency development programs, both internally and externally. This policy represents a strategic effort to sustainably realize the vision and mission of MILBoS. This aligns with the view that teacher professional

development is a long-term investment that contributes to improving the quality of learning and student outcomes (Darling-Hammond et al., 2021).

From a managerial perspective, the management of teacher competency development at MTs MILBoS encompasses three main stages: planning, implementation, and evaluation. The planning stage includes identifying training needs, developing work programs, and establishing success indicators. The implementation stage encompasses the implementation of various development programs such as training, coaching, MGMP (Subject Teacher Conference), and other capacity-building activities. The evaluation stage is conducted through periodic reflection, performance monitoring, and assessing the program's impact on improving teacher competency. These three stages demonstrate that the management of teacher competency development adheres to systematic educational management principles and is oriented toward continuous quality improvement.

Planning

Planning is the first series of activities in the management process, including teacher competency development. Teacher competency development is a future-oriented action aimed at achieving a school's vision and mission. Teacher competency development is part of the management process for determining the movement of human resources (teachers).

Through data collection in the field, the principal of MTS MILBoS Bogor has undertaken various efforts to improve teacher competency, including conducting teacher competency development programs and providing support to teachers to participate in these programs, both inside and outside the school. The goal is to develop and enhance teacher competency and professionalism.

In the context of implementing teacher competency development, which is part of the management at MTS MILBoS, teacher competency development planning is carried out through joint meetings involving teachers, staff, the vice principal, and all educational staff. The principal directly leads these meetings. Such meetings are typically held at the beginning of the new school year, the beginning of the semester, and every Thursday. The afternoon session focused on evaluating teacher competency development. In more detail, the principal of MTS MILBoS explained that during the meeting, all teachers were expected to provide input and ideas related to school

programs, particularly those related to teacher competency development. They were also asked to share any obstacles they encountered during the learning process and propose solutions they deemed necessary. Regarding teacher competency development planning, Ustad Fadlan Majid, the vice principal, explained,

"In an effort to improve teacher competency, the principal and management team often invite teachers to participate in joint meetings. The purpose of these meetings is to plan and determine programs to be implemented to achieve school goals, particularly in the context of teacher competency development in accordance with the vision and mission of MTS MILBoS. During these meetings, the principal provides constructive input and suggestions related to teacher competency development, including encouraging teacher participation in training, seminars, and other events that support their competency development."

Teacher competency development planning at MTsS MILBoS is conducted through work meetings and discussion forums involving the principal and teachers. These forums provide a space for teachers to express their professional development needs, provide input on upcoming programs, and discuss the program's suitability for classroom learning conditions. This mechanism demonstrates a participatory process in developing teacher competency development programs, as teachers are not only the implementers of the program but also involved in its formulation. Teacher involvement in these planning forums is reflected in the practice of deliberation, which allows for the exchange of ideas between the principal and teachers before program decisions are made. In this context, the principal acts as a facilitator, guiding the discussions and considering various inputs provided by teachers. This is as stated by the principal of MTsS MILBoS, Ustad Bagus Pangestu:

"In planning teacher competency development, as the leader, I, together with the teachers, always conduct a needs analysis. We also pay attention to the program's alignment with the vision, mission, and goals established by MTs MILBoS."

The planning process is not only based on internal discussions but also considers the results of teacher needs analysis, evaluation of competency development programs implemented in previous periods, and the dynamics of change in the world of education. This analysis includes the internal conditions of the madrasah, the need to improve teacher competency in learning, and external factors such as developments in educational technology and curriculum changes. Thus, teacher competency development planning is formulated based on a combination of reflection on previous practices and projections of future needs, ensuring that the designed program is more relevant to the needs of the institution and the learning process.

Implementation

The teacher competency development plan at MTS MILBoS, established by the principal, is then implemented according to the previously established plan. The forms of teacher competency development at MTS MILBoS include:

Jalsah Imaniah

Jalsah Imaniah is a faith discussion led directly by Sheikh 'Ala, discussing faith, sincerity, piety, and worship. This event is mandatory for all teachers and is held every Monday afternoon after Asr prayers until 8:00 PM. This agenda aims to develop teachers' personalities to be more stable, mature, wise, dignified, and possess noble morals, enabling them to serve as role models. According to Ustad Humaidi,

"This faith discussion was very beneficial for me personally. It felt like I was recharged, my faith and piety increased, my enthusiasm for worship and being a role model, my sincerity in good deeds, my patience in all trials, and of course, my insight expanded."

This training significantly impacted the teachers' personal competencies. From the beginning, the activity began with a group recitation of the Quran, dhikr, and advice on life, sincerity, patience, manners, and ethics. It concluded with two rakaats of Tahajud prayer after Isha', led directly by Sheikh 'Alaa. This statement demonstrates that the faith discussion activity served not only as a routine religious activity but also as a means of spiritual reflection for the teachers. The series of activities, which included congregational recitation of the Quran, collective remembrance (dhikr), and the delivery of advice on sincerity, patience, and manners and ethics, created a space for spiritual development that encouraged teachers to reflect on their role as educators and role models for students. This reflective process is important in the context of Islamic education because teacher personality competency relates not only to professional abilities but also to spiritual and moral qualities reflected in daily behavior within the school environment. Furthermore, the activity, which concluded with congregational Tahajud prayer after Isha' (Isya') prayers, reinforced the spiritual dimension of the program. This communal worship practice not only strengthens the teachers' religious closeness but also contributes to the development of exemplary behavior, discipline, and moral awareness in carrying out their duties as educators. Thus, the faith discussion activity can be understood as part of a strategy for developing teacher personality competencies that emphasizes the integration of spiritual strengthening, self-reflection, and moral responsibility in educational practice.

Coaching Training

Generally, coaching can be defined as an effort to provide guidance and mentoring with the goal of achieving a specific goal. Coaching is a practice often used to improve understanding, attitudes, and skills in various fields such as education, economics, social affairs, and other aspects of society. This coaching emphasizes practical aspects, as well as the development of attitudes, skills, and competencies. At MTsS MILBoS, teacher development is not merely understood as a theoretical concept, but is implemented through various activities designed to enhance teacher competency and personal qualities. This development is implemented through programs such as religious discussions, internal training, learning supervision, and regular evaluation forums involving the principal and teachers. Through these activities, teachers not only gain increased knowledge and skills in the learning process but also strengthen the spiritual values and professional ethics that are essential components of Islamic education.

Furthermore, development is carried out through joint reflection activities and spiritual guidance aimed at strengthening teachers' awareness of their role as educators and role models for students. With this approach, development at MTsS MILBoS focuses not only on improving professional competency but also on developing teachers' personal and social competencies, which support the creation of a religious and character-based educational environment. This training is scheduled to be held once every two weeks, led by Ustad Fadli Darmawan, and focuses on practice rather than understanding the material. Coaching helps someone learn rather than simply teaching. The essence of coaching is empowering individuals by facilitating self-learning, personal growth, and performance improvement. According to Ustad Agung Solihin,

"Coaching is a science that can help develop a person's potential by asking questions, the answers to which then provide solutions for them. This science is one way or endeavor to help children learn to find solutions to the problems they face by listening a lot and asking a lot of questions."

The explanation above shows that coaching significantly impacts teachers' social and pedagogical competencies because it directly relates to students' problems. Coaching itself is not about giving advice or direction, or even solutions to problems; rather, coaching is the art of listening and asking a lot of questions, so that students can then find solutions to their own problems from the questions we ask.

Micro-teaching

Teaching activities can be divided into several basic teaching skills, such as classroom management skills, starting and ending lessons, selecting and implementing appropriate learning methods and strategies, providing reinforcement and motivation, asking questions, using various learning media, and so on. All of these skills can be improved and mastered by teachers through training, either through individual skills training (focusing on a specific skill) or through more comprehensive and integrated training. Before engaging in more comprehensive and integrated teaching training, such as Field Experience Practice (PPL), it is important to conduct separate skills training through the "micro-teaching" method. This allows teachers or prospective teachers to gradually develop their mastery of each basic teaching skill. Through this micro-learning, skill development can be carried out systematically, encompassing understanding, planning, implementation, and observation. The results of observations and video recordings are used as feedback for further improvement. According to Ustad Aldi Muhammad Iqbal, "Micro-teaching training is a very important training method in developing teachers' teaching skills because it allows teachers to develop and hone their teaching skills, increase self-confidence, experiment with various learning methods and strategies, and also improve communication and teaching quality." The explanation above mentions the importance of participating in micro-teaching training because in addition to the benefits mentioned, it also provides evaluation and feedback from observers that can then be improved in subsequent training.

Parenting

Parenting is an effort to improve the quality of parenting patterns by parents or caregivers in developing positive character in children. This encompasses various daily parental behaviors that can be directly or indirectly related to their children. The hope is that the parenting patterns provided to children will have a positive impact on their lives, particularly in aspects of religion, individuality, nation, and state. Parenting involves various aspects, including physical care, emotional care, education, social interaction, psychological care, moral and ethical care, skills development, and financial care. Parenting is not only for parents; educators must also learn and understand the world of parenting, as educators will also interact directly with students. According to Ustad Aldi Muhammad Iqbal, "For educators, parenting is a mandatory training for all

teachers, because teachers directly socialize with students for a considerable period of time. Therefore, parenting training is essential for teachers." Teachers socialize with students from 7:00 a.m. to 3:00 p.m. Without a foundation in parenting education, it will be very difficult to socialize with students. Ustad Kholid Wiqiyan also stated,

"Parenting is the art of educating and setting an example for children/students. Without parenting, parents/educators will have difficulty understanding their students, which can lead to hitting or physical contact, which should never occur in education."

The explanation above demonstrates the importance of a teacher having a foundation in parenting knowledge, as teachers are the ones who will interact most with children in class.

Subject Teacher Meeting (MGMP)

The Subject Teacher Meeting (MGMP) is a forum or venue for discuss student activities. Professional development for teachers of the same subject at the MTS/MA level. The MGMP is considered effective for developing teacher competency, as one of its agendas is to discuss learning issues. As a forum or organization for teachers, the MGMP plays a crucial role in improving and strengthening teacher competency through discussion and training. Its primary function is to facilitate teachers teaching in the same subject area to share opinions and experiences.

The purpose of the MGMP (Subject Teachers' Conference) is to broaden teachers' knowledge and insight, particularly in terms of learning materials, syllabus development, teaching materials creation, use of learning strategies, and teaching methods. Furthermore, the MGMP provides its members with opportunities to share experiences, provide support, and enhance their knowledge and skills with a more professional and innovative approach. According to Ustad Fadhlhan Majid, Deputy Head of MILBoS,

"MGMP is a forum or group of teachers aimed at discussing and improving learning in a specific subject, such as mathematics, Indonesian, or science. MGMP groups generally consist of teachers who teach the same subject at various schools or educational institutions."

Therefore, MGMP is a discussion forum for teachers of the same subject to discuss issues they are experiencing together, allowing them to discuss and support each other. Ustad Fadlan Majid added that, "The main purpose of MGMP is to facilitate the exchange of experiences, knowledge, and resources among teachers in an effort to improve the quality of education and learning in the schools involved. Within the

MGMP framework, teachers can discuss effective teaching strategies, curriculum, learning tools, and various issues related to teaching and learning in a specific subject."

Evaluation

In order to manage teacher competency development at MTS MILBoS, after the planning and implementation stages, a very important step is evaluating the implementation of the activities that have been carried out. The principal and educational staff conducted this evaluation by supervising teachers, particularly during classroom learning, using classroom visits. During these visits, the principal and educational staff monitored the extent to which the experiences gained by teachers during competency development activities could be effectively applied in the classroom. This evaluation is crucial because the results will serve as guidelines for planning future teacher competency development programs. In this regard, the principal of MTS MILBoS stated,

"To monitor the teachers' progress, particularly in classroom teaching and their performance at school, as the principal, I consistently monitor and assess teacher performance through various methods, including teacher supervision. This supervision is conducted through classroom visits, individual conversations with teachers, and teacher-to-teacher get-togethers. This is an effort to ensure that teachers can teach effectively and achieve the established learning objectives."

Ustad Bagus Pangestu further explained,

"In addition to conducting educational supervision and individual performance assessments, I, along with the duty teacher, also check teacher attendance by checking teacher attendance in class. Furthermore, we regularly hold briefings with teachers at school on Mondays, Wednesdays, Thursdays, and Saturdays. These are steps to ensure teacher attendance and engagement in learning activities and maintain effective communication between the leadership and teachers."

The explanation above indicates that the school also conducts regular evaluations as a form of teacher competency development at MTS MILBoS. The principal, assisted by the duty teacher section, conducts supervision activities through classroom visits. The duty teachers are provided with supervision assessment forms to assess teacher performance during lessons, which are then reviewed at weekly meetings.

Conclusion

The implementation of teacher competency development at MTs MILBoS has generally gone well and demonstrates a strong institutional commitment to improving the quality of teaching resources. This is reflected in the institution's consistency in

implementing various structured and sustainable teacher professional development programs. The school regularly holds weekly Subject Teacher Conferences (MGMP) as a forum for academic collaboration, learning reflection, and strengthening teachers' pedagogical and professional competencies. Furthermore, coaching activities are held twice a month to provide individual and group support to improve the quality of learning and instructional leadership. Furthermore, parenting activities, held at least once a semester, demonstrate the integration of teacher competency development and educational partnerships with parents. This program not only enhances teachers' capacity to understand student characteristics but also strengthens the synergy between the school and families as part of the educational ecosystem. Furthermore, weekly evaluation meetings serve as an effective instrument for monitoring and reflecting on performance, ensuring the sustainability and quality of the teacher competency development program.

However, the implementation system for teacher competency development at MTs MILBoS has not been fully reconstructed comprehensively because its implementation has not been fully and integrated within a formally documented system framework. Structurally, there is a need to reorganize the division of tasks (job descriptions) between teachers responsible for teaching in the classroom and teachers who act as *murabbi* (dormitory/room supervisors). This separation of duties is considered important to prevent excessive workload accumulation on one individual, which has the potential to cause ineffectiveness and reduce the quality of task implementation. With a more proportional and professional division of roles, it is hoped that teacher performance will be more focused, optimal, and have a significant impact on the quality of learning and character development of students. On the other hand, the institutional environment of MTs MILBoS can be categorized as conducive and supportive of teacher competency development. Teachers regularly receive various training and guidance to improve their capacity and professionalism. These programs include coaching training, parenting education, *jalsah imaniah* to strengthen spirituality and Islamic values, micro-teaching to improve pedagogical skills, and MGMP activities as a forum for academic development. The sustainability of these programs shows that teacher competency development is not incidental, but rather an integral part of the school's organizational culture.

Referensi

- Ababuddin. (2019). Pelaksanaan supervisi pembelajaran sebagai upaya meningkatkan tugas dan peran guru dalam mengajar. *Nidhomul Haq: Jurnal Manajemen Pendidikan Islam*, 5(1), 102–118. <https://doi.org/10.31538/ndh.v5i1.512>
- Alfiyanti. (2021). Manajemen pengembangan kompetensi guru dalam meningkatkan profesionalisme guru di sekolah. *Jurnal Manajemen Pendidikan*, 9(2), 123–134.
- Almasri, M. N. (2016). Manajemen sumber daya manusia: Implementasi dalam pendidikan Islam. *Kutubkhanah: Jurnal Penelitian Sosial Keagamaan*, 19(2), 132–151.
- Audah, Z. (2020). Pengaruh pendidikan dan pelatihan terhadap kinerja guru pada SMA Muhammadiyah Martapura. *Jurnal Aplikasi Pelayaran dan Kepelabuhanan*, 10(2), 159–174.
- Bush, T. (2022). *Theories of educational leadership and management* (5th ed.). Sage Publications.
- Creswell, J. W., & Poth, C. N. (2018). *Qualitative inquiry and research design: Choosing among five approaches* (4th ed.). SAGE Publications.
- Daft, R. L. (2021). *Management* (14th ed.). Cengage Learning.
- Danim, S. (2010). *Profesionalisasi dan etika profesi guru*. Alfabeta.
- Daradjat, Z. (2005). *Kepribadian guru*. Bulan Bintang.
- Darling-Hammond, L., Flook, L., Cook-Harvey, C., Barron, B., & Osher, D. (2021). Implications for educational practice of the science of learning and development. *Applied Developmental Science*, 25(2), 97–140. <https://doi.org/10.1080/10888691.2018.1537791>
- Hamalik, O. (2006). *Pendidikan guru berdasarkan pendekatan kompetensi*. Bumi Aksara.
- Hasibuan, M. (1995). *Manajemen sumber daya manusia: Dasar dan kunci keberhasilan*. Toko Gunung Agung.
- Hasibuan, M. S. P. (2007). *Manajemen sumber daya manusia*. Bumi Aksara.
- Hattie, J. (2023). *Visible learning: The sequel – A synthesis of over 2,100 meta-analyses relating to achievement*. Routledge.
- Huda, M., & Kartanegara, M. (2023). Professional development of Islamic education teachers in the digital era. *Journal of Islamic Education Studies*, 11(2), 145–162.
- Jamawi. (2012). *Kompetensi guru citra guru profesional*. Alfabeta.
- Merriam, S. B., & Tisdell, E. J. (2021). *Qualitative research: A guide to design and implementation* (4th ed.). Jossey-Bass.
- Miles, M. B., Huberman, A. M., & Saldaña, J. (2019). *Qualitative data analysis: A methods sourcebook* (4th ed.). SAGE Publications.
- Moleong, L. (2016). *Metodologi penelitian kualitatif*. PT Remaja Rosdakarya.
- Muhaimin. (2009). *Manajemen pendidikan: Aplikasinya dalam penyusunan rencana pengembangan sekolah/madrasah*. Prenada Media Group.

- Mulyasa, E. (2005). *Menjadi guru profesional, menciptakan pembelajaran kreatif dan menyenangkan*. PT Remaja Rosdakarya.
- Mulyasa, E. (2013). *Standar kompetensi dan sertifikasi guru*. PT Remaja Rosdakarya.
- Ni'mah, N. (2019). Manajemen pengembangan sumber daya manusia pendidik dalam meningkatkan mutu lembaga pendidikan. *Jurnal Manajemen Pendidikan Islam*, 4(2), 101–112.
- OECD. (2023). *Education at a glance 2023: OECD indicators*. OECD Publishing. <https://doi.org/10.1787/eag-2023-en>
- Peraturan Menteri Pendidikan Nasional Republik Indonesia Nomor 16 Tahun 2007 tentang Standar Kualifikasi Akademik dan Kompetensi Guru. (2007).
- Pianda, D. (2018). *Kinerja guru: Kompetensi guru, motivasi kerja dan kepemimpinan kepala sekolah*. CV Jejak.
- Priatna, N. (2013). *Pengembangan profesi guru*. PT Remaja Rosdakarya.
- Purwanto, M. N. (2003). *Administrasi dan supervisi pendidikan*. Remaja Rosdakarya.
- Robbins, S. P., & Coulter, M. (2022). *Management* (15th ed.). Pearson.
- Ruswadi, U., & Badrudin. (2010). *Pengembangan kepribadian guru*. CV Insan Mandiri.
- Sugiyono. (2019). *Metode penelitian kuantitatif, kualitatif, dan R&D*. Alfabeta.
- Sukanto, M. (2011). *Pengembangan kompetensi guru*. PT Ikapi.
- Susanto, A. (2016). *Manajemen peningkatan kinerja guru konsep strategi dan implementasinya*. Prenada Media Group.
- Terry, G. R., & Rue, L. (2009). *Dasar-dasar manajemen*. Bumi Aksara.
- UNESCO. (2021). *Reimagining our futures together: A new social contract for education*. UNESCO Publishing.
- Uno, H. B. (2007). *Profesi kependidikan*. Bumi Aksara.
- Wibowo, A. (2013). *Managemen pendidikan karakter di sekolah*. Pustaka Pelajar.
- World Bank. (2022). *The state of global learning poverty: 2022 update*. World Bank.
- World Economic Forum. (2023). *The future of jobs report 2023*. World Economic Forum.
- Yin, R. K. (2018). *Case study research and applications: Design and methods* (6th ed.). SAGE Publications.
- Yunus, A. B., & Nurjan, S. (2009). *Profesi keguruan*. AprintA.
- Yusuf, M., & Arifin, Z. (2025). Continuous professional development for Islamic school teachers: Strengthening pedagogical and digital competencies. *International Journal of Islamic Educational Management*, 6(1), 55–72.