ANALYSIS OF PROFESSIONAL COMPETENCIES OF ARABIC LANGUAGE TEACHERS TO IMPROVE LEARNING OUTCOMES IN CLASS IX STUDENTS AT MTS. MUHAMMADIYAH METRO

Iqbal Mufadhil[1], Risna Rianti Sari[2]
Institut Agama Islam Negeri Metro Lampung[1]
Universitas Islam Negeri Maliki Malang[2]
Iqbalbwi@gmail.com[1]
risnariantisari@uin-malang.ac.id[2]

ABSTRAK

Penelitian ini bertujuan untuk menganalisis Kompetensi Profesional Guru Bahasa Arab guna memperbaiki hasil belajar pada siswa siswi MTs. Muhammadiyah Metro. Mulai dari persiapan, pelaksanaan hingga evaluasi pembelajaran untuk melihat hasil belajar pada siswa siswi kelas sembilan di MTs. Muhammadiyah Metro. Pada penelitian ini peneliti menggunakan metode penelitian kualitatif dengan pendekatan studi kasus. Metode pengumpulan data yang digunakan ialah metode wawancara, observasi dan dokumentasi. Data yang telah didapat akan di analisa menggunakan keabsahan data dengan metode triangulasi data. Hasil penelitian pada penelitian ini mengungkapkan bahwa beberapa faktor yang mempengaruhi hasil belajar siswa di MTs. Muhammadiyah Metro akan meningkat dengan adanya kesiapan guru bahasa arab dalam mengkonsep materi pembelajaran menjadi lebih menarik. Serta pemahaman guru bahasa arab dalam menyampaikan materi bahasa arab kepada siswa dengan strategi dan metode pengajaran yang mudah di terima oleh siswa. Hal yang mendasari dalam peningkatan hasil belajar ialah perasaan emosional anatara siswa dan guru bahasa arab untuk membangun suatu interaksi yang komunikatif agar materi bahasa arab dapat diterima dan di mengerti oleh siswa siswi di MTs. Muhammadiyah Metro sehingga dapat meningkatkan hasil belajar bahasa arab.

Kata kunci: kompetensi profesional, hasil belajar

ABSTRACT

This research aims to analyze the Professional Competence of Arabic Language Teachers in order to improve learning outcomes for MTs students. Muhammadiyah Metro. Starting from preparation, implementation to learning evaluation to see the learning outcomes of ninth grade students at MTs. Muhammadiyah Metro. In this research, researchers used qualitative research methods with a case study approach. The data collection methods used were interviews, observation and documentation. The data that has been obtained will be analyzed using data validity using the data triangulation method. The

research results in this study revealed that several factors influence student learning outcomes at MTs. Muhammadiyah Metro will improve with the readiness of Arabic language teachers in conceptualizing learning material to make it more interesting. As well as the understanding of Arabic language teachers in delivering Arabic language material to students with strategies and teaching methods that are easily accepted by students. The underlying thing in improving learning outcomes is emotional feelings between students and Arabic language teachers to build a communicative interaction so that Arabic language material can be accepted and understood by female students at MTs. Muhammadiyah Metro so that it can improve Arabic language learning outcomes.
Keywords: professional competence, learning outcomes

INTRODUCTION

Professional competence is broad and in-depth mastery of learning material, which includes mastery of school subject curriculum material and the scientific substance that covers the material, as well as mastery of scientific structure and methodology..(Normurodova & Khodieva, 2014)

According to E. Mulyasa, indicators of professional competence are understanding the types of learning materials, sorting learning materials, organizing learning materials, utilizing learning materials and selecting learning materials..(Mulyasa, 2022)

Professional Competency is the ability to master learning material broadly and in depth which enables guiding students to meet the competency standards set out in national education standards..(Normurodova & Khodieva, 2014)

In general, the scope of a teacher's professional competence is understanding and being able to apply educational foundations including philosophy, psychology and sociology, understanding and being able to apply learning theories according to the level of development of students, being able to handle and developing the field of study for which they are responsible, being able to develop and use various tools , relevant media and learning resources, understand and be able to apply various learning methods, be able to organize and implement learning programs, be able to carry out evaluations of student learning outcomes, be able to develop students' personalities(Yohamintin et al., 2021)

The characteristics of a teacher's professional competence are that teachers are ready to work without being regulated, because they can organize and discipline themselves, are ready to work without being called out or threatened, because they can motivate and organize themselves, regularly carry out self-evaluations to get feedback for self-improvement, have strong empathy, able to communicate effectively with students, colleagues, school community and society, uphold work ethics and work relationship rules, uphold high.(Al-Mifdariyati & Moh. Munir, 2022) The Code of Ethics of the organization where it belongs, has loyalty and trust, in this sense it recognizes its relationship with other people and is not selfish, it means freedom of self in actualizing through the activities of social institutions with a variety of perspectives.(Nikolina et al., 2021)

Qualitative research can be understood as a research method that uses descriptive data in the form of written or spoken language from people and actors who can be observed. According to Patricia Leavy, qualitative research is explaining and analyzing individual or group phenomena, events, social dynamics, attitudes, beliefs and perceptions.(Leavey, 2017)

The qualitative research design used uses a qualitative case study approach method, according to Robert K. Yin. Qualitative case study research is a process of seeking knowledge to investigate and examine phenomena that occur in real life that are vague or unclear..(K.Yin, 2015)

In this research data, data will be taken related to Arabic language teachers in organizing learning materials, understanding the types of learning materials, sorting learning materials and utilizing Arabic learning resources during the process of learning activities in the classroom from the beginning of preparation to the end of the evaluation. The learning in question is the managerial time of each meeting between the time of delivering the material and the time of the daily assessment or semester assessment. Readiness of MTs Arabic teachers. Muhammadiyah Metro in the learning process is the main data for this research.

This research uses data collection techniques in the form of observation, interviews and documentation.

Observation is a technique that involves systematically selecting, observing, and recording the behavior and characteristics of living things, objects, or

phenomena.(Sahir, 2022) Observation is a process of observing phenomena that occur realistically in the field in general and specific nature.

The researcher uses the observation method, namely in his research the researcher will observe the learning process carried out by the Arabic language teacher and students in the classroom. This observation is carried out initial observation, namely before empirical data collection, then observation when empirical data is collected and finally re-observation of data that has been obtained when the data obtained is still insufficient or there are improvements in the data collection.

An interview is a question and answer process between the questioner and the respondent. The goal is to obtain complete information or data about a particular topic.(H.R. Zulki Zulkifli Noor, 2015) This research uses semi-structured interviews. Semi-structured interviews are a type of interview that combines the two previous types of interviews. Researchers have a list of questions but still leave room for respondents to provide additional information.(Puvenesvary et al., 2008)

The data validity technique in this research uses the triangulation technique, according to Uwe Flick. Triangulation is a method of placing a point from two other points whose distance is known, taking into account the angles of the triangle formed by the three points. By repeated application of this principle, if a series of points form the vertex of a chain or network of connected triangles in which angles are measured, the lengths of all the unknown sides and the relative positions of the points can be calculated if the length of one of the sides is known.(Flick, 2011)

The triangulation used in this research uses source triangulation, method triangulation and data triangulation. Source triangulation was carried out by interviewing MTs Arabic teachers. Muhammdiyah Metro which is correlated with interviews from other sources, namely other teachers who are in the same MTs. Muhammadiyah Metro.

Method triangulation was carried out by asking the Arabic teacher about Arabic language learning methods when providing material in class, then the researcher observed when the teacher carried out the learning process in class in order to verify the method delivered and the method used when delivering the material in class. class.

Data triangulation was carried out by looking at and asking about the learning tools used and created by the Arabic language teacher with the supervision of the Arabic language teacher.(Flick, 2014)

Qualitative data analysis is carried out interactively and continues until completion. The data analysis used by researchers is the Miles Huberman model data analysis which includes data reduction, data display, drawing conclusions and verification.(Huberman, 1994)

The first step taken by researchers is to collect research data on the object to be studied. Data collection was carried out by means of interviews and observations in the form of recordings, writing, pictures and all forms of what the researcher saw, felt, heard and witnessed during the data collection process in the field..(Stadtländer, 2009) The data is collected abstractly about phenomena and events that occurred during the data collection process.

The second step taken by researchers is to condense the data that has been collected or group the data according to the type and need for the data. Data that has been collected in various forms of audio-visual, written and observational results will be grouped into several sub-data according to the need to answer research questions in sequence..(Rijali, 2019)

Data that has been grouped into several parts will be described through explanation in the form of a diagram or in other forms. The aim of describing the data is to make it easy to understand, read and ready to be presented for consumption as research results which can be used as substance in general or specifically. At this stage, the data presentation can be displayed as attractively as possible so that the research data can be easily understood by readers regarding the related research.

The final stage of data analysis is that the researcher will conclude the results of his research. The process of summarizing the data will provide a common ground in the form of a novel discussion starting from preparation to reporting the research in an authentic, clear, detailed and focused manner. The conclusions will be relevant to the scientific reality that occurs so that the conclusions of this research can become urgent for other researchers.(Emzir, 2016)

Basics of strategy: The basic strategy for utilizing learning resources is the learning patterns used. Learning patterns include traditional patterns, teacher patterns assisted by teaching aids, teacher and media patterns, patterns with media.

Various strategies There are three types of strategies for utilizing learning resources, namely demonstrating learning resources, doing it yourself using existing guidelines or instructions and through experimentation, research or surveys

Strategic steps There are at least five strategic steps that can be taken in utilizing learning resources, namely seeing the need for certain learning resources, preparing a program, introducing learning resources, carrying out evaluations.(Risnawaty et al., 2021)

DISCUSSION

In this research the author discovered several phenomena which became the data in this research. Regarding the professional competence of Arabic language teachers at MTs. Muhammadiyah Metro found several sources from the results of interviews and observations conducted.

First, the determination of Arabic language teachers in determining appropriate teaching materials for students in class. According to the head of MTs. Muhammadiyah Metro "an Arabic language teacher in determining teaching materials must be guided by the curriculum used and adhere to the basics of education, namely educational goals, vision and mission of the madrasah"

From this opinion, the sub-points in determining professional teacher teaching materials are administration and the urgency of educational needs in madrasas. This is emphasized again from the results of interviews with MTs Arabic teachers. Muhammadiyah Metro said:

"In determining Arabic language teaching materials, you must look at the condition and abilities of the students, because each student has a different background so that there are no gaps between one student and another."

From this opinion it can be said that a professional teacher not only has skills in administrative organization but must be able to know the personality and background of each student.

Identify factors that exist in basic competencies and competency standards. Before determining the subject matter, it is first necessary to identify aspects of competency standards and basic competencies that students must learn. These aspects need to be determined, because each aspect of the competency standards and basic competencies requires different types of material in learning activities. Each aspect of the competency standards requires different learning materials or teaching materials to help achieve them.

Determine the type of teaching material that is suitable for the competencies that must be achieved. choose the type of material that is in accordance with the aspects contained in the competency standards and basic competencies. By identifying the types of material that will be taught, teachers will find it easier to teach it

Second, organizing teaching materials and utilizing teaching materials. In this case, there are two factors which are indicators of professional Arabic language teachers at MTs. Muhammadiyah Metro.

First opinion from the head of MTs. Muhammadiyah Metro said "an Arabic language teacher must be a role model for his students by providing teaching material that is relevant to the formation of good character. "This character formation is done through various things, such as the use of social media, the use of electronic devices and providing examples that come directly from the Arabic language teacher."

From this opinion, one point can be taken that professional teachers must know the use of electronic devices or social media in their learning. Not only that, a professional Arabic language teacher must set a good example through learning in class and outside of class to shape the mental, characteristics and foundations of students as provisions for their future lives.

Determine reference teaching materials in accordance with learning objectives. Selected learning materials are intended to achieve specific instructional goals or behavioral goals. Therefore, the material should be in line with the objectives that have been formulated. Describe learning objectives. Details of learning materials are based on demands where each learning objective has been formulated specifically, can be observed and is measurable. This means that there

is a close relationship between the specification of objectives and the specification of learning materials.

Relevance to students' needs The basic needs of students are to develop based on their potential. Therefore, the learning materials that will be presented should be in accordance with efforts to develop students' personalities holistically and completely related to knowledge, skills, as well as values and attitudes.

In accordance with community needs, students are prepared to become useful citizens and able to live independently. In this case, the learning materials chosen should help them provide meaningful educational experiences for their development into useful human beings who can easily adapt to their environment and society.

Considering applicable norms. Learning materials chosen should take into account applicable norms. The knowledge and skills obtained from learning materials should be able to develop students as human beings who have ethics and morals in accordance with the value system and norms that apply in their society.

To be able to use learning resources optimally, it is necessary to consider the objectives of utilizing these learning resources. Utilization of learning resources has certain targets, namely human senses, human body - movements and learning domains.

CONCLUSION

From the results of the research that has been carried out, several points can be drawn which form the conclusions of this research. Some points that can be explained are as follows:

First, a Hasur Arabic teacher is able to identify teaching material according to students' needs so that students can easily understand and absorb it.

Second, an Arabic language teacher must be able to use learning resources to make learning fun and interesting so that students do not feel bored or fed up during the learning process.

Third, an Arabic language teacher must be able to choose the type of teaching material for students which will be delivered during the learning process.

Fourth, a professional teacher must be able to master Arabic language learning methods and strategies in the classroom and outside the classroom which aims to build the character and mentality of students.

REFERENCES

Al-Mifdariyati, & Moh. Munir. (2022). الكفاءة التربوية والمهنية لمعلمي اللغة العربية. *Excelencia: Journal of Islamic Education & Management*, *2*(01), 185–197. https://doi.org/10.21154/excelencia.v2i01.502

Emzir. (2016). Qualitative Research Methodology: Data analysis. In *Health Policy* (Vol. 14, Issue 4).

Flick, U. (2011). *Triangulation-Eine Einführung 3-aktualisierte Auflage*. VS Verlag für Sozialwissenschaften.

Flick, U. (2014). *The SAGE Handbook of Qualitative Data Analysis*. SAGE Publications, Inc. https://doi.org/10.4135/9781446282243

H.R. Zulki Zulkifli Noor. (2015). Metodologi Penelitian Kualitatif dan Kuantitatif2015.pdf. In *Deepublish* (p. 113). Deepublish (CV.Budi Utama).

Huberman, M. (1994). Qualitative Data Analysis: An Expanded Sourcebook. *Journal of Environmental Psychology*, *14*(4), 336–337. https://doi.org/10.1016/S0272-4944(05)80231-2

K.Yin, R. (2015). *Qualitative Research from Start to Finish* (G. Press (ed.); New York). Guilford Publication,Inc. www.guilford.com

Leavey, P. (2017). *Research Desain - Quantitavie,Qualitative,Mixed Methods, Arts-Based, and Comunity-Based Participatory Research Approaches* (T. G. Press (ed.); New York). Guilford Publication,Inc. www.guilford.com

Mulyasa, E. (2022). *Standar Kompetensi dan Sertifikasi Guru* (Mukhlis (ed.); Keempat). PT.Remaja Rodaskarya. www.rosdakarya.co.id

Nikolina, V. V., Loschilova, A. A., Aksenov, S. I., Arifulina, R. U., & Katushenko, O. A. (2021). Criterial framework for internal and external evaluation of the form tutor's activity. *Perspectives of Science and Education*, *53*(5), 569–590. https://doi.org/10.32744/pse.2021.5.39

Normurodova, B., & Khodieva, D. (2014). Professional Competence of the Teacher. *The Advanced Science Journal*, *2014*(9), 54–57. https://doi.org/10.15550/ASJ.2014.09.054

Puvenesvary, M., Abdul Rahim, R., Naidu, R. S., Badzis, M., Mat Nayan, N. F., & Abd Aziz, N. H. (2008). Qualitative Research: Data Collection & Data

Analysis Techniques. In *Qualitative Research: Data Collection & Data Analysis Techniques*. UUM Press. https://doi.org/10.32890/9789833827596

Rijali, A. (2019). Analisis Data Kualitatif. *Alhadharah: Jurnal Ilmu Dakwah*, *17*(33), 81. https://doi.org/10.18592/alhadharah.v17i33.2374

Risnawaty, R., Arfanti, Y., Sembiring, M., Siregar, R., & Subagiharti, H. (2021). Development Of Teaching Materials In Writing Descriptive Texts Of Vocational School Students. *Language Literacy: Journal of Linguistics, Literature, and Language Teaching*, *5*(1), 106–116. https://doi.org/10.30743/ll.v5i1.3369

Sahir, S. H. (2022). *Metodologi Penelitian* (T. Koryati (ed.); Pertama). Penerbit KBM Indonesia. www.karyabaktimakmur.co.id

Stadtländer, C. T. K.-H. (2009). Qualitative, Quantitative, and Mixed-Methods Research. *Microbe Magazine*, *4*(11), 485–485. https://doi.org/10.1128/microbe.4.485.1

Yohamintin, Permana, J., Wulansari, S., Mulyani, S., & Sabban, I. (2021). *Management Development of Teachers' Professional Competence*. https://doi.org/10.2991/assehr.k.210212.013