



TEACHER COMPETENCE TEST OF ISLAMIC PRIMARY TEACHERS EDUCATION IN STATE ISLAMIC PRIMARY SCHOOLS (MIN) OF PIDIE REGENCY

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Abstract

This study aims at examining the readiness of the Diploma-II holders of Primary Teachers Education of STIT AL-Hilal Sigli in drawing up the Lesson Plan and implementing the teaching and learning interactions in the classroom. In particular, the study attempts to figure out whether the teaching and learning interaction meet the methods listed in the Lesson Plan (RPP) and the assessment system of learner's performance in Islamic Primary schools throughout Pidie regency. The sample of this study is nineteen Islamic Primary schools throughout Pidie regency. While to collect data from the research field, the researchers used observation, interviews, and documents. The result indicates that: (1) in general, the teachers have good and considerate preparation in drawing up the Lesson Plan within a sufficient time instead having an extemporaneous teaching. They commonly conducted the Lesson Plan preparation through the discussion with other fellow teachers which avoids them from having a significant obstacle. The only considerable stumbling blocks are the learning source, learning media, and psychological factors. All the written Lesson Plans will be accounted to the principal, superintendent, and the education department. Otherwise, the teachers will be penalized for not making one. (2) The method specified in the Lesson Plan does not correspond to the methods used in teaching and learning in general. (3) The respondents generally do not apply taxonomic Bloom in the grading system in schools where they are in charge.

Keywords: Teacher Competence Test, Islamic Primary Teacher, Pidie

A. Introduction

Teacher is one of humane components (brain ware) in learning who plays a defining role in the development of Human Resources (HR) and is a reliable and potential in the field of development. Teachers occupy a strategic position as a professional as they are responsible for actualizing human nature of the students toward a certain level of maturity or adulthood. Accordingly, teacher should not only play role as "teacher" who is liable for the transfer of knowledge (knowledge transfer), but also as an "educator" in charge of the transfer of values (over values / attitudes) who provides direction and guidance to the students (Saifullah, 2004).

Al-Abrasyi (1970: 136) says that teacher is the spiritual father for the learners. It is teachers who feed the learners soul with science and moral education and the one to justify it. No wonder, many equalize the respect of teachers with the respect of our children. In otherwords, appreciating our teachers means appreciating our children since with the teachers the children gow up and thrive well if the teachers fulfill their duties as well as possible.

Two German education leaders once said that the development after World War II occurred mainly due to the education system investment. Both of these figures who were the members of international education development commission ultimately concluded about the role of education as follows: *"for all those who want to make the world as it is today a better place, and to prepare for the future, education is a capital, universal subject"* (Sam M. Chan and Tuti T. Sam, 2007: 53-54).

In addition, teachers occupy a very central place in the development of education in any country in the world, including Indonesia. A teacher is required to provide great attention in order to improve the quality and professionalism, as well as other matters such as welfare and infrastructure owned by the school in which teachers is in charge.

In Indonesia, teachers also experienced various issues. On the one hand, the teacher is in charge to improve the quality and professionalism. On the other hand, the welfare of teachers a few decades ago was almost always disregarded. Fortunately, this condition has recently improved owing to the application of the regional autonomy. There has been various parties who pay

great attention to these issues, both the central government and local government. This issue has been nationally regulated in Law No. 20 of 2003 on the national education system, Chapter XI, Article 39, paragraph 2 which state that: educators are professionals in charge of planning and implementing the learning process, assessing the results of learning, coaching and training, and conducting research and community service.

In Aceh, the issue about teachers is also regulated by the local law, namely Qanun NAD education number 23 of 2002 on the provision of education, Chapter XI, article 17, which states that: Teachers, professors, teungku dayah, or other titles are educators at every levels and type of education. Article 18 mentions that Teachers and teungku dayah must have an Islamic personality, professional competence, personal competence, and social competence. Article 19 explained that any educators / teachers have the right to earn a livelihood and social security in accordance with his/her duties until retirement (MPD Aceh, 2004).

In accordance to the aforementioned explanation, the study is directed to assess the quality or competence of teachers, especially the teachers of Madrasah Ibtidaiyah (Islamic Primary School) who hold a Diploma-II from STIT Tarbiyah Al-Hilal Sigli who have served in various Islamic State/Private Primary Schools (Madrasah Ibtidaiyah) throughout Pidie regency. Meanwhile, the focus of this study is to be described in the following problem formulation.

B. Method

The population in this study are all teachers of State/Private Madrasah Ibtidaiyah who hold Diploma-II from PGMI of Al-Hilal Tarbiyah Sigli all around Pidie regency. While the sample in this study are some of the teachers (Diploma-II holders of PGMI School of Tarbiyah Al-Hilal Sigli) who served on several State/Private Madrasah Ibtidaiyah in some sub districts within the Regency of Pidie, that is involving one respondent in one school representing each sub district.

Meanwhile, the data are collected by three methods namely observation, interviews and documents. Observation is conducted to get the data directly in the competency developing activities performed by the

teacher including by making observations in the learning delivery in the classroom. The researcher conducted interviews to collect data directly face to face with the respondents, ie teachers who become the object of study in this research. While, the document takes the form of teachers works in the form of preparation of teaching materials and so on.

C. Research Finding

1. Lesson Plan Preparation

In order to see how the Diploma-II teacher alumni of PGMI of STIT Al-Hilal Sigli prepared the Lesson Plan, the researcher took note on some aspects: first, when to start preparing the Lesson Plans? Second, whether the Lesson Plan compiled by each teacher personally or together with other fellow teachers? Third, if there are any constraints faced in preparing the Lesson Plan? Fourth, if there is a supporting factor in preparing the Lesson Plan? Fifth, after the teacher made/prepared Lesson Plans, who will account for the presence/absence of the Lesson Plan? And sixth, is there some sort of punishments or sanctions provided by the school/ principal for not making a Lesson Plan?

Based on the field interviews with the respondents, it is revealed that the Lesson Plans made were prepared prior to the learning process in the classroom. In other words, there was a Lesson Plan preparation at the beginning of the semester which was compiled within two weeks prior to the learning process in the classroom. There was also a compiled Lesson Plan one month before the learning process in the classroom, and there was a compiled Lesson Plan one day before the learning process take place in the classroom. Thus, in general, the preparation of Lesson Plan by the respondents in Islamic Primary schools throughout Pidie regency does not occur instantly. This means that teachers have adequate time to prepare the Lesson Plans and that they are well-planned and have a forethought.

The Lesson Plan drafting is conducted by the teachers who are in charge of certain subjects. Then they would discuss together with other fellow teachers of the same profession in order to share the perception to develop the academic aspect of the Madrasah in the future. It is revealed that in preparing and planning the Lesson Plan each respondent did not find any considerable constraints. Only a few respondents said that there are some problems dealing with the source of

learning, media, and psychological factors. While the supporting factors are many learning resources, finance, facilities and infrastructure available in Madrasah, the psychological factors of the respondents, and the sociological factors in the environment in which the school was located.

All the written Lesson Plans which are already created and compiled by the respondents will be accountable to the principals, supervisors, and the education department. If the Lesson Plan are not made by the respondent, the principal will impose sanction to the concerning respondents. There were only three respondents who stated that the school does not provide any sanctions to respondents who did not make the Lesson Plan in accordance with a predetermined schedule.

2. Implementation of Teaching and Learning Interactions

To see how the teaching and learning interaction in the classroom are implemented there are several noteworthy aspects: first, what method is used by teachers during the teaching? Second, are there any supporting factors that help these teachers run the teaching process in the classroom? And third, are there any inhibiting factors/ constraints faced by teachers in implementing the learning process in the classroom?

- a. The conformity between the methods used in the classroom to the Lesson Plan

To answer the first question above, the first thing to observe during the interaction and learning in the classroom is the compatibility between existing learning methods or are set out in the Lesson Plan with the learning methods used in the classroom learning process.

On the basis of the observations in the classroom and documents in the field, the methods used by the respondents in the classroom learning are as follows:

- 1) Respondents in MIN Tanjung Bungong (IPA / VI). The methods used in the Lesson Plan are: lectures, question and answer, discussion, observation and assignment. While the learning method in class includes: lectures, demonstrations, discussions, question and answer, model approach, the inquiry and assignment.

- 2) Respondents in MIN Iboih (math / V). The methods used in the lesson plan are: lectures, demonstrations, discussions and question and answer. While the classroom learning employs the following methods: lectures, discussion, and question and answer.
- 3) Respondents in MIN Tangse (IPS / IV). There is no method used in the Lesson Plan because they do not outline the lesson plan. While in the process of learning in the classroom the teachers use the following methods: lectures question and answer, demonstration, and deployment.
- 4) Respondents in MIN Laweung (math / V). The methods used in the Lesson Plan are: lectures question and answer, discussion, and assignments. While in the process of learning in the classroom is to use methods: lectures, question and answer, demonstration, inquiry, discussions and assignments.
- 5) Respondents in MIN Kunyet (IPA / V). The methods used in the Lesson Plan are: lectures, discussions, demonstrations and assignments. While the process of classroom learning uses the following methods: lecture, discussion, and question and answer.
- 6) Respondents to the MIN (Mathematics / V). The methods used in the Lesson Plan are: discussion, question and answer, and exercise. While in the process of classroom learning the methods used are: lectures question and answer, demonstration, and training.
- 7) Respondents in MIN Beureueh (Indonesian / V). The methods used in the Lesson Plan are: frequently asked questions and assignments. While the process of learning in the classroom is to use the following methods: lectures question and answer, demonstration, training, socio drama and discussion.
- 8) Respondents in MIN Glumpang Minyeuk (IPA / V). The methods used in the lesson plan are: lectures, demonstrations, discussions, and practical. While the process of classroom learning uses the following methods: lectures, discussions, and demonstrations.

- 9) Respondents in the MIN Grong Grong (Indonesian/ V). The methods used in the lesson plan are: lectures, demonstrations, and question and answer. While the process of learning in the classroom applies the pattern method.
- 10) Respondents in MIS Padang Tiji (IPA/ IV). The methods used in the lesson plan are: lectures, discussions, and Q & A. While in the process of classroom learning applies the following methods: lectures, discussions, and demonstrations.
- 11) Respondents in MIN Cempala Kuning (math/ VI). The methods used in the lesson plan are: lectures question and answer, demonstration, and teamwork. While in the process of classroom learning applies the following methods: lectures, question and answer, and discussion.
- 12) Respondents in MIN Bambong (Indonesian/ VI). The methods used in the lesson plan are: lectures, exercises and assignments. While the process of learning in the classroom applies the following methods: lectures, demonstrations, and question and answer.
- 13) Respondents in MIN Paloh Tinggi (IPA/ IV). The methods used in the Lesson Plan are: demonstration, question and answer, and discussion. While the process of learning in the classroom applies the following methods: lectures question and answer, assignment, and demonstrations.
- 14) Respondents in MIN Gapui (IPS/ IV). The methods used in the Lesson Plan are: lectures, question and answer, and exercise. While the process of learning in the classroom applies the following methods: lectures question and answer, discussion, and assignments.
- 15) Respondents in MIN Batee (IPA/ VI). There is no method used in the Lesson Plan because they did not make any. While the process of classroom learning applies the following methods: lectures, discussions, and demonstrations.
- 16) Respondents in Tijue MIN (IPS / V). The methods used in the Lesson Plan are: lectures question and answer, discussion, and assignments. While the process of classroom learning applies the following methods: lectures, discussions, and demonstrations.

- 17) Respondents in MIN Arrive (Indonesian/ V). The methods used in the Lesson Plan are: lectures, question and answer, and assignments. While the process of classroom learning applies the following methods: lectures, discussions, and demonstrations.
- 18) Respondents in Kota Sigli MIN (IPS/ V). The methods used in the Lesson Plan are: lectures, question and answer, and assignments. While the process of classroom learning applies the following methods: lectures, question and answer, and demonstrations.
- 19) Respondents in Kembang Tanjung MIN (math/ V). The methods used in the Lesson Plan are: lectures, question and answer, and assignments. While in the process of classroom learning in the classroom is to use methods: lectures, discussions, and demonstrations.

Based on the aforementioned data, it was revealed that the methods used in teaching and learning in the classroom in general are incompatible or inconsistent with the existing methods included in the Lesson Plan. Six respondents teaching practice did not correspond with the listed in the Lesson Plan because it was combined with other methods than those listed in the Lesson Plan when teaching in the classroom to assure the classroom learning process. This is so because the respondents did not have a good preparation to implement the learning process. Otherwise, presumably it is because there are other factors, such as lack of discipline of time so as not to focus on the material being taught.

In addition, six respondents had the opposite of the above statement that is the method they used in the learning process in the classroom does not meet the existing methods included in the Lesson Plan because they cannot express/ use all the methods mentioned in the Lesson Plan. In other words, the classroom teaching cannot use all the methods offered in the Lesson Plan owing to the aforementioned reasons have above such as lack of time and some psychological or sociological factors.

Whereas the other respondents indicated the discrepancy between the methods they used in the learning process in the classroom with the existing methods that should be incorporated in the Lesson Plan because they did not include it in the Lesson Plan or that they did not make any Lesson Plans and

directly applied instant teaching method in the learning process making the learning process not orderly and systematic. This occurs owing to some factors: first, psychological factors such as laziness and lack of concern with the state of academic or intellectual factors. Second, sociological factors, such as a disharmonious relationship among components in Madrasah/ school. And third, lack of headmaster's concern with the so called Lesson Plan focusing more on teacher's fulfillment of the teaching duty.

Last but not least, there were some respondents incorporating the same learning methods in terms of number between the Lesson Plan and those taught in the classroom. However, there were different types of teaching methods, such as the fact that the Lesson Plan incorporates lectures, discussions, and Q & A, whereas the learning process in the classroom uses lectures, discussion, and demonstration. Actually, it is not of highly concerning matter in the learning process. Still, it showed that the respondents were inconsistent with what have been included in the Lesson Plan.

b. Supporting Factors

Based on the field interviews, it is revealed that the followings are some contributing factors in the learning process in the classroom:

- 1) Books, props, materials/ resources/ adequate references;
- 2) Media such as the internet and newspapers;
- 3) External factors such as family and parents;
- 4) Sociological factors such as good relations with the community surrounding the school;
- 5) Sufficient psychological self preparation.

c. Inhibiting/ Constraining Factors

Based on the field interviews, it is revealed that the following are some constraining factors encountered in the classroom learning process:

- 1) Lack of adequate media and materials/ resources/ references and facilities/ infrastructure;
- 2) Psychological factors such as low level of intelligence and lack of interest and willingness of students to learn;
- 3) External factors such as economic factors and time constrains.

Those are the three types of constraints faced by each respondent in the running wheel of the learning process in the classroom. There were only three respondents in the three schools that did not have any constraints in implementing the learning process in the classroom, namely: MIN Neulop Two, MIN Glumpang Minyeuk, and MIN Tanjung Bunging.

3. Learners Learning Achievement Assessment

In looking at how the system of learners learning achievement assessment is applied, there are some noteworthy aspects to concern, namely: first, does the respondent know about the taxonomic Bloom? Secondly, are there any supporting factors in the scoring system? And third, are there any inhibiting/ constraining factors faced in the assessment?

D. Discussion

Based on the field data, data of interviews, documents and observations, it is unveiled that respondents generally do not apply taxonomic Bloom in the grading system in schools in which they served. The respondents still narrowly use and practice the evaluation system revolving around the issues that are aforesaid and explained merely on the cognitive level without taking notice of other defining levels such affective and psychomotoric level. Thus, the objectives to be achieved are still limited on things that are purely intellectual by disregarding the whole aspects such as affective and psychomotoric despite the fact that the national education goals are now headed towards the creation of brilliant Indonesian with sound scientific and technological knowledge (IPTEK) without putting aside the religious aspect (IMTAQ).

Unluckily, this is in contrast to the scoring system which narrowly meets the existing rules by merely focusing on the cognitive level such as pre-test, post-test, written test, oral test, daily tests, semester, final, and homework assignments, and other types of assessment. Not to mention the fact that there were some respondents who forgot to include the answer key when making questions for evaluation.

E. Conclusion.

Based on the data and the above discussion, it can be concluded that:

1. The Lesson Plan preparation undertaken by teachers of Diploma-II holders of STIT Al-Hilal Sigli who served in various Madrasah Ibtidaiyah throughout Pidie regency in general is highly considerate, measured and prepared within ample time. In addition, it is resulted from a thorough discussion with other fellow teachers. As a result, the respondents do not stumble upon the considerable constraints on the teaching implementation. The only stumbling blocks are just a lack source of learning, media, and psychological factors. All Lesson Plans that have been made will be accounted to the principal, superintendent, and the education department and the violation of this by not making one will be penalized.
2. The methods used in the teaching and learning process in the classroom in general are incompatible or inconsistent with the existing methods in the Lesson Plan.

On the whole, the respondents do not apply taxonomic Bloom in the assessment system in schools in which they served. While the types and techniques of assessment succh as pre-test, post-test, written test, oral test, daily tests, semester, final, and homework assignments, and other types of assessment have been carried out correctly and appropriately.

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