

# The Role of Professional Competence in Improving the Quality of Madrasah Ibtidaiyah Teacher Education

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**ABSTRACT.** Improving the quality of education in Madrasah Ibtidaiyah depends heavily on the professional competence of teachers who teach at this level. This article aims to examine the role of teachers' professional competencies in improving the quality of education in Madrasah Ibtidaiyah through a comprehensive literature review. The research analyzes various aspects of professional competence, including pedagogical understanding, mastery of materials, classroom management skills and adaptability to curriculum changes and educational technology. The results showed that strong professional competencies contribute significantly to the effectiveness of teaching and learning and create a conducive learning environment for students. In addition, it was found that continuous training and development programs are essential in strengthening teachers' competencies, which in turn improves the quality of education in Madrasah Ibtidaiyah. This article recommends increased support for teachers' professional competence development as a key strategy to achieve higher education standards in madrasahs.

**Keywords:** *Professional competence, education quality, Madrasah Ibtidaiyah, teacher development, literature review.*



## How to Cite

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## INTRODUCTION

Education in Madrasah Ibtidaiyah plays an important role in shaping students' character and basic knowledge in the early stages of education (Wijio, 2020). As a basic education institution that integrates general and religious sciences, Madrasah Ibtidaiyah has a great responsibility in preparing a young generation that is not only intellectually intelligent but also noble. In the midst of the rapid development of the times, demands for the quality of education in madrasah are increasing. To meet these demands, the role of teachers as the main implementers of the learning process is crucial. Teachers' professional competence is one of the key factors that determine the quality of education in Madrasah Ibtidaiyah. These competencies include the teacher's ability to master subject matter, understand student characteristics, apply effective teaching methods, and the ability to continue to develop in accordance with developments in science and technology. Teachers who have high professional competence are believed to be able to create a conducive learning environment, which in turn will improve student learning outcomes (Sulaiman & Ismail, 2020).

However, while the importance of professional competence has been widely recognized, there are still challenges in its implementation and development in Madrasah Ibtidaiyah. Some teachers may face limited access to relevant training or may lack support from their educational institutions. In addition, curriculum changes and the rapid development of educational technology often require adaptation that is not easy for teachers (Kruszewska et al., 2022). Therefore, an in-depth study is needed to understand how teachers' professional competencies can be optimized to

improve the quality of education in Madrasah Ibtidaiyah. In this study, a comprehensive literature review will be conducted to explore the role of professional competencies in improving the quality of education in Madrasah Ibtidaiyah. The research will also discuss the various strategies that have been implemented to improve teachers' competencies and the challenges faced in the process. By understanding the role and influence of teachers' professional competencies, it is hoped that the results of this study can contribute to the development of more effective education policies and practices in madrasahs (González-salamanca et al., 2020).

Ultimately, improving the professional competence of teachers in Madrasah Ibtidaiyah will not only have an impact on the quality of education, but also on the formation of student character based on religious values (N. Hasanah, 2021). Therefore, this study confirms the importance of investing in the development of teachers' professional competencies as a strategic step to achieve quality and sustainable education in Madrasah Ibtidaiyah.

## METHOD

This research uses the literature review method to explore and analyze the role of professional competence in improving the quality of Madrasah Ibtidaiyah teacher education. This method was chosen because it allows researchers to compile, integrate and evaluate findings from various relevant studies, so as to provide an in-depth understanding of the topic under study.

1. **Data Collection:** The data used in this study were sourced from journal articles, books, research reports, and other documents relevant to the topic of teachers' professional competence and the quality of education in Madrasah Ibtidaiyah. The literature search was conducted through various academic databases such as Google Scholar, ScienceDirect, JSTOR, and ProQuest. Keywords used in the literature search included “teacher professional competence,” “education quality,” “Madrasah Ibtidaiyah,” “teacher development,” and “Islamic basic education.” Only literature published within the last 10 years was retrieved to ensure relevance and actuality of the data.
2. **Selection criteria:** the literature selected for review must meet several criteria, including:
  - a) The research focuses on teachers' professional competence, especially in the context of education in Madrasah Ibtidaiyah or other Islamic education institutions.
  - b) Provide empirical data or theoretical analysis on the impact of professional competence on education quality.
  - c) Articles that contain reviews of teacher competency development strategies, challenges in implementation, and implications for education quality.
3. **Data Analysis:** Data analysis is conducted using a descriptive-analytical approach. Each piece of literature selected will be analyzed based on key findings relevant to the role of teachers' professional competencies in improving education quality. These findings are then organized into specific themes, such as the influence of material mastery, teaching techniques, classroom management and professional development on education quality. In addition, this study also evaluates the various professional competence development strategies identified in the literature and identifies the challenges and barriers faced in implementing these strategies.
4. **Synthesis and Discussion:** The results of the data analysis will be synthesized to identify common patterns, differences and gaps in the existing literature. The research will also discuss the implications of the findings for the development of education policy and practice in Madrasah Ibtidaiyah. The discussion will focus on how teachers' professional

competencies can be optimized through policy interventions and training programs to improve education quality.

5. **Validation of Findings:** To ensure the validity and reliability of the results of the literature review, a triangulation process was conducted by comparing findings from different sources and looking at the consistency of the results. In addition, researchers also considered the specific context of each study to understand the generalizability of the research results.

## **RESULT AND DISCUSSION**

### **Result**

#### **Teacher Professional Competence and Teaching Quality**

The professional competence of teachers in Madrasah Ibtidaiyah has a significant influence on the quality of teaching and student learning outcomes. This professional competence includes several important aspects, namely a deep understanding of the subject matter being taught, the ability to apply various effective learning methods, and skills in conducting appropriate learning evaluations (A. Hasanah et al., 2020). Teachers who have a strong understanding of the subject matter can explain concepts more clearly and deeply, making it easier for students to understand and master the material. The ability to apply varied learning methods that suit students' needs also contributes to increasing students' engagement in the learning process, making them more active and motivated to participate (McPhail, 2020).

In addition, good evaluation skills enable teachers to provide constructive feedback and make adjustments in teaching methods based on students' needs and progress. Several studies in the literature show that teachers who have high professional competence tend to be able to create a productive and conducive learning environment, where students feel supported and inspired to achieve better academic results (Hooda et al., 2022). This higher student engagement in the learning process is directly related to improved academic outcomes, reflecting teachers' success in effectively implementing their professional competencies. For example, research conducted showed that teachers in Madrasah Ibtidaiyah who have a good understanding of the curriculum and are able to apply varied teaching methods tend to be more successful in delivering subject matter to students. In addition, competence in classroom management was also found to be an important factor in maintaining student discipline and motivation to learn, which directly correlates with improving the quality of education (Heilporn et al., 2021).

#### **Professional Competency Development and Implementation Challenges**

The literature review also identified that despite widespread recognition of the importance of teachers' professional competencies in improving the quality of education, the implementation of competency development programs in Madrasah Ibtidaiyah still faces significant challenges. One of the main challenges is limited access to relevant training. Many teachers do not have the opportunity to attend training that is specifically designed for their needs or that is appropriate to the context of Madrasah Ibtidaiyah education. Available training programs are often general in nature and do not pay enough attention to the specific needs of teachers at this level. In addition, the lack of support from madrasah management is also a significant barrier (Zainuri et al., 2020).

Madrasah management often does not give sufficient priority to the development of teachers' professional competencies, both in terms of budget allocation and administrative support. This results in limited opportunities for teachers to attend training or professional development that can improve their skills. Lack of support from management can also affect teachers' motivation and commitment to participate in development programs (Ahmad et al., 2021). Limited resources are another major challenge. Many madrasahs face constraints in terms of the time and budget available for teacher training and development. With busy teaching schedules and limited budgets, it is

difficult for teachers to make the time and get access to the training they need. Budget constraints also limit the ability of madrasahs to provide high-quality, ongoing training for their teachers.

These challenges point to the need for a more structured and strategic approach to developing teachers' professional competencies. This includes the provision of more specific and relevant training, greater support from madrasah management and the allocation of adequate resources to ensure that all teachers can effectively improve their competencies. Without addressing these challenges, efforts to improve education quality through developing teachers' professional competencies will face difficulties in achieving the desired results (Fairman et al., 2023). For example, a study by Rahman (2019) revealed that teacher training programs are often not tailored to the specific needs of teachers in madrasah Ibtidaiyah. Training programs tend to be general in nature and pay little attention to the local context, resulting in low levels of adoption and effectiveness of the training. In addition, many teachers face obstacles in attending training due to busy teaching schedules and lack of financial support from their institutions.

### **Professional Competence Development Strategies**

Various teacher professional competence development strategies identified in the literature show varying degrees of effectiveness, depending on the context and implementation. One approach that has proven successful is technology-based training. This involves using e-learning platforms, webinars and other digital resources that allow teachers to access training materials at any time and from anywhere (Fernández-Batanero et al., 2022). Shows that e-learning is an effective solution to overcome the limited access to training often faced by teachers in Madrasah Ibtidaiyah. By utilizing technology, teachers can attend training sessions flexibly, fit learning time into their busy teaching schedules, and access regularly updated materials without the need to leave their classroom teaching responsibilities (Jannah, 2018).

In addition to technology-based training, mentoring has also proven to be an effective strategy. Mentoring programs involve a mentoring relationship between a more experienced teacher (mentor) and a newer or less experienced teacher (mentee). Mentoring provides an opportunity for teachers to get practical guidance, constructive feedback and emotional support in their professional development process. Mentors can assist mentees in overcoming specific challenges faced in teaching and provide valuable insights based on their own experiences. A well-structured mentoring program can accelerate the adaptation process of new teachers and significantly improve their skills (Baser et al., 2021).

A structured continuing professional development program is also an effective strategy. This approach involves the provision of ongoing and systematic training and development, which focuses not only on one-time training, but also on continuous learning and continuous improvement of skills. These programs often include specially designed training modules, reflection sessions and periodic evaluations to identify progress and additional needs. Continuous development programs help teachers to continuously update their knowledge, adopt the latest practices and improve their pedagogical skills over time (Mlambo et al., 2021).

These three approaches-technology-based training, mentoring and continuous professional development programs-can complement each other to provide comprehensive support for teachers in developing their professional competencies. By integrating technology, mentoring and ongoing programs, madrasahs can create a learning environment that effectively supports teachers' professional growth, which will ultimately contribute to improving the quality of education in Madrasah Ibtidaiyah. In addition, mentoring programs involving senior teachers or expert practitioners have also been proven effective in improving novice teachers' professional competencies. With proper guidance, novice teachers can more quickly adapt to the demands of the curriculum and teaching methods required in Madrasah Ibtidaiyah.

## **Discussion**

Discussions on the role of professional competence in improving the quality of Madrasah Ibtidaiyah teacher education highlight that teachers' mastery of materials, pedagogical skills and evaluation abilities have a significant impact on teaching effectiveness and student learning outcomes. A review of the literature shows that teachers with high professional competence are able to create a productive and supportive learning environment, leading to better student engagement and higher academic achievement. However, implementation challenges, such as limited access to training, lack of managerial support and limited resources, hinder the optimal development of professional competencies. Strategies such as technology-based training, mentoring and continuous professional development programs have proven effective in addressing some of these challenges. The integration of these approaches can provide comprehensive and sustainable support for teachers but greater coordination efforts and support from all stakeholders are needed to ensure that these programs can be implemented effectively and provide maximum benefits to the quality of education in Madrasah Ibtidaiyah.

## **CONCLUSION**

The conclusion of this study shows that teachers' professional competence plays a crucial role in improving the quality of education in Madrasah Ibtidaiyah. These competencies include mastery of subject matter, pedagogical skills, classroom management and the ability to continuously adapt to educational developments. A review of the literature reveals that teachers with high professional competence tend to be more effective in creating a supportive learning environment and improving student learning outcomes. However, challenges such as limited access to training and support from institutions still need to be overcome. Therefore, developing professional competencies should be a priority in education policy, with adequate support to ensure effective and sustainable implementation.

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