

## Analysis of the Professional Competency Capabilities of Certified and Uncertified Religious Subject Teachers

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**ABSTRACT.** This study aims to examine the professional competence skills of certified and non-certified religious subject teachers, as well as techniques for enhancing religious subject teachers' professional competency in Madrasah Aliyah Negeri (MAN) across Pematang Siantar Municipality. This study is qualitative research that employs descriptive analysis. Data-collecting methodologies include questionnaires, test instruments, interview guidelines, observation guidelines, and scales. Methods of data collection include observation, interviews, and documentation studies. The research findings indicate that 1) the professional competence of certified religious subject teachers in mastering the material, structure, concepts, and scientific mindset that supports the subjects taught is in the good category; in mastering the competency standards and basic competencies of the subjects taught is in the good category; and in developing learning materials that are taught creatively is in the poor category, because more teachers are over 50 years old; 2) Religious topic instructors' professional competency capabilities in grasping the content, structure, ideas, and scientific mentality that supports the subjects taught in the very good category have not been accredited; 3) Strategy for developing the professional competence of religious subject teachers at MAN Pematang Siantar in developing professionalism on an ongoing basis through reflective actions is in a good category; using information and communication technology to develop oneself is also in the good category. Teacher competency, particularly teacher professional competence, should be enhanced further in order to produce teachers who are professional as a whole.

**Keywords:** *Teacher professional, professional competency, certified teacher*

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## INTRODUCTION

Teachers are one of the most significant components of education since they are actively involved in the educational process (Niemi, 2002; Rieckmann, 2012; Syaputra & Santosa, 2022). Thus, in order to achieve educational goals and increase educational quality, teachers are the primary component that must be trained first and consistently. Concerning contemporary educational advancements, it is vital to pay attention to the quality of instructors as professional teachers who must possess these professional competencies (Caena, 2014). Teachers must be capable of educating, teaching, leading, directing, training, assessing, and evaluating pupils utilizing expertise, skills, or talents that fulfill particular quality criteria or norms (Tanang, & Abu, 2014; Juhji, 2016).

Teachers will be able to educate and instruct if they have emotional stability, a strong feeling of responsibility for progressing their pupils, and are practical, honest, open, and attentive to advancements, particularly educational innovation, according to Timperley et al., (2008). As a result,

instructors must have knowledge, skills, and conduct respected in Islamic education for those who are informed and competent in their roles as educators (Mulyani, 2017). Teachers are supposed to display competencies in educational activities safely and critically (Lindfors et al., 2021). Teachers must be capable of accepting and carrying out their obligations as educators to students, parents, society, nation, state, and religion (Huda, 2022).

Competencies encompass the cognitive and operational aspects of technology and content-oriented, motivational, ethical, social, and behavioural values (Liu & Qi, 2021). These competencies include educational, personality, professional, and social skills. These four abilities are critical to the success of a program that has been and is still in operation, namely the teacher certification program, which resulted in the passage of Law No. 14 of 2005 Concerning Teachers and Lecturers. A teacher's pedagogical competency is the capacity to control the student learning process on an appropriate foundation (Wulandari et al., 2022).

Antera (2021) observed that competency mastery may be classified into three levels: just meeting standards, achieving excellence, and playing a vital role in effective performance. The teacher certification program attempts to increase educational quality while enhancing teacher welfare. The teacher certification program is a government initiative to enhance the quality and welfare of teachers (Erdawati et al., 2020). It is believed that teacher performance would improve via certification, with consequences for constantly increasing the quality of national education (Haslina et al., 2020). However, the certification procedure did not live up to expectations. As with preliminary observations at MANs in the municipality of Pematang Siantar, it is known that there are still some teachers who are unsuitable for carrying out the functions and goals of the school, as well as some teachers who are less competent in carrying out professional competence because they do not meet the indicators of professional competence.

Indicators of teacher professional competence can be found in the Regulation of the Minister of National Education of the Republic of Indonesia Number 16 of 2007 concerning Academic Qualification Standards and Teacher Competency, which includes 1) mastering the material, structure, concepts, and scientific mindset that supports the subjects being taught, 2) mastering the basic competency and competence in the subjects being taught, and 3) developing learning materials.

Azizah and Fuadi's research (2021) findings revealed that a professional job must be tailored to one's talents, professional tenacity, and inclinations. Similarly, Hayuningkyas' research findings (2021) concluded that learning is more systematic and structured, that teachers always provide the best learning, that teachers not only teach but also educate, that teachers are objective in conducting evaluations and that teachers can take advantage of advances in information and communication technology to achieve quality learning. Furthermore, Bagou and Sukung (2020) concluded that mastery of the subject's material, structure, concepts, scientific mindset, mastery of competency standards and basic competencies, development of learning materials, continuous professional development, and use of ICT for self-development must be in a good category.

According to Aruni's (2021) research results, subject-teacher conferences, workshops, and scientific research boost teachers' talents and competencies in increasing educational quality. According to Fitria's (2019) research findings, the training process benefits teachers by increasing teachers' understanding of Classroom Action Research, fostering motivation in preparing and carrying out Classroom Action Research, and improving school performance by increasing teacher professionalism. More and more studies in the field of education on teacher professional competence demonstrate the significance of professional competence. As a result, researchers performed a more in-depth investigation on the professional competency of certified and non-certified religious subject instructors in Pematang Siantar Municipality.

## METHOD

This study employs qualitative research. According to Creswell (2014), qualitative approaches take a different approach to research than quantitative methods. Qualitative approaches focus on textual and visual data analysis. In this study, researchers build complicated images, analyze language, make extensive reports from respondents' perspectives, and examine the scenarios encountered. The research approach employed in this study is field research conducted directly at the research site. This study is a qualitative descriptive examination. In this qualitative study, the descriptive data analysis approach analyses describe, and summarises occurrences or phenomena based on data gathered from the interview process and direct observation in the field.

## RESULT AND DISCUSSION

### Result

Teachers are crucial in implementing an educational institution's teaching and learning process. If instructors effectively carry out their tasks and create and generate pupils who excel and have noble values, an educational institution may have accomplished good aims. Researchers discovered information data in the form of extracurricular activities or programs as supplementary information. Extracurricular activities are student activities that take place outside of school hours and allow students to be creative or harness their abilities and interests. Extracurricular activities are vital for students to learn about responsibility and organization, as well as to refine their abilities and provide a good name to the school. Scouts, *paskibra*, drumband, student council, drama, spiritual, and dancing are among the extracurricular activities available at MAN Pematang Siantar. We can see from the activities listed above that MAN Pematang Siantar students have participated in various activities and achieved various goals.

### Professional Competency Capabilities of Certified Religious Subject Teachers

Regarding the ability to master the material, structure, concepts and scientific mindset that supports certified religious subjects, the researcher asked Mr HH, head of MAN Pematang Siantar. He answered: *"That the certified religious subject teachers at MAN Pematang Siantar are good, both in mastering the material, structure, concepts and scientific mindset that supports the subject, especially in terms of providing examples in daily life in accordance with the learning material, as well as explaining theoretically and provide good real examples. However, when explaining learning material to students, they often look at textbooks/ handbooks."*

Furthermore, the researcher also asked Mr AF, the Deputy Head of the Madrasah for Curriculum, who is a teacher of religious subjects, who did not forget to state that: *"Mastery of the material, structure, concepts and scientific mindset that supports the subject, especially in terms of providing examples in daily life according to the learning material, as well as explaining theoretically and providing good real examples has begun to develop because at MAN Pematang Siantar, the teacher focuses on 1 subject being taught"*. Mr. As, as a teacher of religious subjects, also gave his statement, namely: *"Some teachers practice directly the teaching material that is being discussed in the lesson. Especially fiqh and Al-Qur'an Hadith material, which requires practical learning. "Meanwhile, for SKI learning, teachers use various learning concepts, starting from using projector media, assembling charts or plots, even role-playing."* Likewise, the assessment results from Mrs RR, as the supervisor of MAN Pematang Siantar, concluded that the certified teachers' abilities were still lacking in mastering material, structure, concepts and scientific mindset. As stated in the following table:

**Table 1:** Results of Certified Teachers' Ability Assessment in Mastering Material, Structure, Concepts and Scientific Mindset

No	Aspect	Indicator	Mark
1	Interpret the material, structure, concepts and mindset of sciences that are relevant to the lesson	Interpret material relevant to the lesson	3
		Interpret structures relevant to the lesson	3
		Interpret concepts relevant to the lesson	3

2	Analyze material, structure, concepts and scientific thinking patterns that are relevant to the lesson	Interpret thought patterns that are relevant to the lesson	3
		Analyze material relevant to the lesson	3
		Analyze structures relevant to the lesson	3
		Analyze concepts relevant to the lesson	2
		Analyze thought patterns relevant to the lesson	3
Average Value			2.9

Source: MAN Pematangsiantar Administrator.

Based on the results of observations, interviews and supervisory assessments conducted by researchers, it can be seen that the teacher's ability to master the material in learning can be seen from the way the teacher delivers the material. The material presented by the teacher is relevant to the student's ability level; the material is not too difficult or easy. When delivering material, the teacher was very fluent. The teacher brings and uses notes or textbooks related to the material. However, the teacher occasionally looks at the notes or books when explaining the material. In the learning process, the teacher always responds to students' questions or responses irrelevant to the learning objectives and directs students towards the learning objectives by linking the students' questions or responses to the material being discussed.

The teacher's capacity to learn reflects the teacher's ability to grasp structure in the classroom learning process. Before delivering the subject, the instructor constantly considers the student's physical and mental preparedness (possible capacity). Before addressing the content, the teacher approaches the student first and asks how they are, provides inspiration, examines the neatness of the student's attire, and administers a test. The content presented by the teacher is based on the pupils' prior experiences. The instructor constantly gives examples pertinent to what is happening around the students. However, teachers will sometimes immediately practice what has been explained. Thus, the information and skills imparted are not yet practical.

The teacher's ability to master concepts in the learning process in the classroom, the teacher makes a teaching preparation plan. The teacher's ability to master a scientific mindset can be seen in the teacher's ability to improvise lesson material by repeating a small quantity of the material presented previously and linking it to the material discussed next. It is done by the teacher so that students can understand more deeply the material presented previously and how it relates to the next material. Based on the information above, referring to observations, interviews and assessments from school supervisors as expert teachers that researchers have carried out, it shows that the abilities of certified teachers are good in mastering material, structure, concepts and scientific thinking patterns.

Regarding the ability of religious subject teachers to master competency standards and basic competency standards, the researcher also asked Mrs. Nurhasanah, on February 6, 2023, at 13:55, she answered as a certified subject teacher: *"In my opinion, the mastery of competency standards and basic competencies in certified religious subjects at MAN Pematang Siantar is good and focused. Some teachers are able to develop lesson materials creatively so that they can provide broader and deeper knowledge and are able to master the basic competency standards of the lesson and the objectives of the learning itself, and are able to connect it with everyday life and are able to build understanding among students. students who demonstrate the relevance of the subjects studied "*

Next, the researchers also asked Ashari, on February 6 2023, at 11:27, as a certified subject teacher about how to master competency standards and basic competencies in the subjects taught, answered: *"Some teachers in explaining the application of competency standards and basic competencies to everyday life are still underdeveloped. Some teachers still lack understanding and mastery of their subjects' competency standards and basic competencies, so learning does not fully reach the students. Judging from teachers' learning objectives, they tend to emphasize only cognitive aspects. Teachers should also include affective and psychomotor aspects, adjusted to the material."* Likewise, the assessment results from Mrs. Rika Rani, as supervisor of MAN Pematang Siantar, concluded that the ability of certified teachers to master competency standards and basic competencies is still lacking. As stated in the following table:

**Table 2:** Results of Assessment of Certified Teachers' Capabilities in Mastering Competency Standards and Basic Competencies

No	Aspect	Indicator	Mark
3	Understand the competency standards of the subjects being taught.	Formulate subject competency standards	3
	Understand the basic competencies of the subjects being taught.	Formulate basic subject competencies	3
	Understand the learning objectives being taught	Formulate subject objectives	2
	<b>Average Value</b>		2.7

Source: Administrator MAN Pematangsiantar

Based on the information above, if we refer to observations, interviews and assessments from school supervisors as expert teachers that researchers have carried out, it can be seen that the teacher's ability to master competency standards and basic competencies is good, although it can be seen from the learning objectives that the teacher has made that they only refer to cognitive aspects, however, are fulfilled by aspects of understanding competency standards and basic learning competencies.

Regarding the ability of religious subject teachers to develop learning materials creatively, on February 6 2023, at 09:51, Mr. Ahmad Fithtrianto also stated that: *"Some certified teachers still monotonously use lecture and question and answer methods, rarely use learning media, only use whiteboards and occasionally use internet sources, more often using textbooks or handbooks."* Mrs Nurhasnah, on February 6 2023, at 13:58, also added that: *"The age factor greatly influences the use of learning methods and media. At MAN Pematang Siantar, most certified teachers are in their 50s, so they are less interested in using diverse and varied methods and media."* Likewise, Mr Ahmad Fithtrianto, on February 6, 2023, at 09:47 as Deputy Head of Madrasah Curriculum who is a teacher of religious subjects, did not fail to give his statement that: *"Some certified teachers lack the use of learning resources. Certified teachers more often use existing sources, rarely use sources from outside the school, and even seem only to take safe zones."*

Likewise, the assessment results from Mrs. Rika Rani, as supervisor of MAN Pematang Siantar, concluded that the ability of certified teachers to master competency standards and basic competencies is still lacking. As stated in the following table:

**Table 3:** Results of the Assessment of Certified Teachers' Ability to Develop Creative Teaching Learning Materials

No	Aspect	Indicator	Mark
4	Choose learning materials that are taught according to the level of development of students.	Choose learning materials that are taught according to the level of development of students	3
	Process the subject matter taught creatively according to the level of development of students	Process the subject matter taught creatively according to the level of development of students	2
<b>Average Value</b>			2.5

Based on the information above, referring to observations, interviews and assessments from school supervisors as expert teachers that researchers have carried out, it can be seen that teachers' ability to develop material creatively as seen from the use of teaching methods, learning resources and media in the learning process is still lacking. When teaching, teachers use lecture, discussion and question-and-answer methods. The most often used of these three methods are the lecture and question-and-answer methods. However, a method is not necessarily suitable for use on other materials. It makes the learning process in the classroom ineffective and becomes monotonous because learning focuses on the teacher by telling stories or lecturing. Students are less actively involved in the learning process and busy with their activities; some talk to their classmates. As a result, students' understanding of the subject matter is low.



In addition, media is rarely used in learning, so learning becomes dry and less meaningful. There is no variation in learning media; teachers only use whiteboards and occasionally use media such as laptops. The average certified teacher is over 50 years old, so there tends to be less interest in using creative learning media. As we know, the more sources the teacher uses in learning, the more students' insight into the material being discussed will increase. The main learning resources used by teachers are student worksheets, and sometimes teachers also use textbooks. Even though student worksheets cannot be used as the main learning resource because worksheets are for student practice, the worksheet can only be used as an additional reference. Besides that, teachers rarely use sources from the internet, the students' surroundings and other textbooks. So, it can be concluded in this research, from observations, interviews and assessments from school supervisors as expert teachers that researchers have carried out, and researchers can conclude that the professional competence of certified religious subject teachers at MAN Pematang Siantar is still not good in developing learning materials creatively.

### The Professional Competency Capabilities of Religious Subject Teachers Have Not Been Certified

Regarding the ability of religious subject teachers to master the material, structure, concepts and scientific mindset, the researcher submitted a statement regarding mastery of the material, structure, concepts and scientific mindset that supports religious subjects, which has not been certified in the view of Mr Hasanuddin Hasibuan on 06 February 2023 at 08:31 as head of MAN Pematang Siantar, then he answered: *"The non-certified religious subject teachers at MAN Pematang Siantar are already very good at mastering the material, structure, concepts and scientific mindset that supports the subject, especially in terms of providing examples in daily life following the learning material, as well as explaining theoretically and provide good real examples. Even when explaining learning material to students, uncertified teachers tend to use more creative and varied learning media."*

Next, the researcher asked Mr Ahmad Fithtrianto, on February 6 2023, at 09:47 as Deputy Head of Madrasah Curriculum, did not fail to give his statement, stating: *"Mastery of the material, structure, concepts and scientific mindset that supports the subject, especially in terms of providing examples in daily life according to the learning material, as well as explaining theoretically and providing good real examples is very good, because at MAN Pematang Siantar, teachers focus on 1 subject being taught so that teachers who are not yet certified can master and develop the learning material that is being taught to students."* Likewise, as a non-certified teacher of religious subjects, Mrs Halimatussakdiah Batubara, on February 7 2023, at 08:13, said, *"When delivering material, teachers always provide examples relevant to events around them. Teachers also often practice directly the ongoing learning."* Mrs Prihandini, on February 7 2023, at 09:26, added: *"Teachers regularly update the learning tools used in learning. If there are problems with new teachers, always guide and teach, and share experiences so that they can provide and deliver teaching material according to the ongoing lesson."* Likewise, the assessment results from Mrs Rika Rani, as supervisor of MAN Pematang Siantar, concluded that the teacher's ability had not been certified very well in mastering material, structure, concepts and scientific mindset. As stated in the following table:

**Table 4:** Results of Assessment of Uncertified Teachers' Capabilities in Mastering Material, Structure, Concepts and Scientific Mindset

Structure, Concepts and Scientific Mindset			
No	Aspect	Indicator	Mark
1	Interpret the material, structure, concepts and mindset of sciences that are relevant to the lesson	Interpret material relevant to the lesson	3
		Interpret structures relevant to the lesson	4
		Interpret concepts relevant to the lesson	4
		Interpret thought patterns that are relevant to the lesson	3
2	Analyze material, structure, concepts and scientific thinking patterns that are relevant to the lesson	Analyze material relevant to the lesson	3
		Analyze structures relevant to the lesson	4
		Analyze concepts relevant to the lesson	4
		Analyze thought patterns relevant to the lesson	3
Average Value			3.5

Based on the information above, if we refer to observations, interviews and assessments from school supervisors as expert teachers that researchers have carried out, it can be seen that the teacher's ability to master the material in learning can be seen from the way the teacher conveys the material very well. The material presented by the teacher is relevant to the student's ability level; the material is not too difficult or easy. When delivering material, the teacher was very fluent. Teachers bring and use notes or textbooks related to the material when teaching. In the learning process, the teacher always responds to students' questions or responses relevant to the learning objectives and directs students towards the learning objectives by linking the students' questions or responses to the material being discussed.

The teacher's ability to master structure in the classroom learning process is seen in the teacher's ability to carry out learning. Before delivering the material, the teacher always looks at the student's readiness (potential ability) both physically and mentally; by approaching the student first, the teacher asks how they are, provides motivation, checks the neatness of the student's clothes, and gives a test before going into the material to be discussed. The material presented by the teacher is based on the experiences the students already have; the teacher always provides examples relevant to events around the students. The teacher also conveys material in stages, from what is already known (facts) to what is not known. The teacher's ability to master concepts in the learning process in the classroom, the teacher makes teaching preparation plans and carries out teaching evaluations. The teacher always makes a teaching preparation plan at each meeting.

Based on the information above, referring to interviews conducted by researchers, it shows that the ability of teachers who have not been certified is very good in mastering material, structure, concepts and scientific thinking patterns. Regarding the ability of religious subject teachers to master basic competency and competency standards, the researcher asked Mr Ahmad Hanafi, on February 7 2023, at 10:32 as a non-certified religious subject teacher, about how to master basic competency and competency standards subjects being taught. He answered: *"The mastery of competency standards and basic competencies in religious subjects that have not been certified at MAN Pematang Siantar is very good and focused. Some teachers can develop lesson materials creatively so that they can provide broader and deeper knowledge and are able to master basic competency lesson competency standards. Lessons and the objectives of the learning are taught, as well as being able to connect it with everyday life and build understanding of students who show the relevance of the subjects studied. Perhaps because of the young age factor, the spirit of competition to provide the best is still strong among teachers who are not yet certified."*

Likewise, the response from Mr. Fadhlan Al-Azhar, on February 7 2023, at 11:15, as a non-certified teacher of religious subjects about how to master competency standards and basic competencies in the subjects taught, he answered: *"The learning process requires teachers to understand the basic abilities students possess through motivation. As a teacher, in every learning process, you must be able to provide encouragement and enthusiasm to the students you teach. That way, mastery of the concept gets better. "We must be creative in delivering learning activities to students, selecting competencies from various subjects and arranging the learning to be more interesting, meaningful, fun and not boring."* Likewise, the assessment results from Mrs. Rika Rani, as supervisor of MAN Pematang Siantar, concluded that the ability of teachers who have not been certified in mastering competency standards and basic competencies is very good.

Regarding the ability of religious subject teachers to develop learning materials creatively, Mr Ahmad Hanapi, on February 7 2023, at 10:35 also stated that: *"Some teachers who are not yet certified use various learning methods to suit ongoing learning. "Occasionally use a projector and the internet to find the latest learning resources."* Mrs Prihandini, on February 7 2023, at 09:40 also added that: *"Teachers who have not been certified are competing to use creative and innovative media in their learning. And tends to be active in conveying learning in the classroom. Using a variety of learning methods, and actively using learning resources that keep up with the times."* Likewise, the assessment results from Mrs. Rika Rani, as supervisor of MAN

Pematang Siantar, concluded that the ability of teachers who have not been certified in developing learning materials taught creatively is very good.

Based on the information above, referring to observations, interviews and assessments from school supervisors as expert teachers that researchers have carried out, it can be seen that the teacher's ability to develop material creatively can be seen from the use of teaching methods, learning resources and media in the learning process is very good. When teaching, teachers use lecture, discussion and question-and-answer methods. By using various methods that adapt to learning, the learning process in the classroom becomes more effective, the learning process becomes interesting, and students are more active in the learning process.

### **Strategy for Developing Professional Competency for Teachers of Religious Subjects**

Regarding continuous professional development by carrying out reflective actions, Mr Ahmad Hanapi, on February 7 2023, at 10:46, also stated that: *"The reflections of teachers at MAN Pematang Siantar are checked regularly, sometimes the school supervisor or principal carries out surprise checks to see how the learning process is going in the classroom. The aspects assessed are the learning model applied, learning media, learning evaluation, class management, etc. After the examination, the results of the examination will be notified to the teacher, so that future improvements can be made."* Mrs Prihandini, on February 7 2023, at 09:40, also added that: *"The majority of religious subject teachers use learning that follows the progress of the times by learning from various sources. Even though we know that certified teachers are lacking in learning to keep up with the times, they are not embarrassed to ask fellow teachers who are capable of learning to keep up with the times."* Likewise, the assessment results from Mrs Rika Rani, the supervisor of MAN Pematang Siantar, concluded that the ability of teachers who have not been certified in professional development to carry out reflective actions is good.

Based on the results of observations, interviews and assessments from school supervisors as expert teachers that researchers have carried out, it can be seen that developing professionalism sustainably by carrying out reflective actions is reflecting on the learning that has been carried out, utilizing the results of reflection to improve and develop learning in the subjects studied, taught, and conducting classroom action research to improve the quality of learning in the subjects taught. Apart from that, professional competence also contains the core competencies of teachers, namely developing professionalism continuously by carrying out reflective actions, reflecting on one's performance continuously, utilizing the results of reflection to increase professionalism, assessing classroom actions to increase professionalism, and following progress. Time by learning from various sources. Based on the above, educators must take reflective action to improve learning quality and develop sustainable professionalism.

Regarding utilizing information and communication technology to develop oneself, the researcher asked Mr Hasanuddin Hasibuan on February 06 2023, at 09:03 as the head of MAN Pematang Siantar regarding strategies for developing the professional competence of teachers of religious subjects, he answered: *"There have been many activities and efforts from the school to develop teacher professional competence. Improving the quality of learning provides teacher motivation to work better and correctly in carrying out education and pursuits. Increasing business creativity to create innovative and efficient learning media to help the learning process. Increase efforts to create quality, innovative learning methods. Increase enthusiasm and work ethic in fulfilling obligations. Increase seriousness and focus in fulfilling obligations. As well as in educational and non-educational training efforts."* Likewise, Ashari, on February 06 2023, at 11:34, as a certified religious subject teacher related to strategies for developing professional competency for religious subject teachers, answered: *"Several teachers have improved their professionalism. It can be seen when they show that the learning process follows the times and participates in activities that support self-development for the learning process through Teacher Working Groups, training and offline/online educational seminars."*

Mrs Siti Khairani, February 07 2023, 13:25, deputy head of infrastructure, also said: *"That training is often held in the form of Teacher Working Group, workshops, and even internal coaching through regular meetings. Several teachers often take part in online seminars via Zoom Meetings."* Likewise, the opinion of Mrs



Husnul Khatimah, on February 07, 2023, at 14:10, as Deputy head of Public Relations said: *"Activities are often held to develop teacher professionalism at MAN Pematang Siantar. One of them is regular meetings which always discuss teachers' abilities in utilizing information and communication technology to communicate with students, starting from using telephone, chat, social media, using projectors in the learning process, and even periodically holding discussions with colleagues regarding obstacles in the learning process."* Likewise, the assessment results from Mrs. Rika Rani, as supervisor of MAN Pematang Siantar, concluded that the teacher's ability has not been certified in using information and communication technology for communication and self-development.

Based on the findings of researchers' observations, interviews, and assessments of school supervisors as expert teachers, it is clear that using information and communication technology to develop oneself entails participating in education and training held both at school and outside of school, as well as participating in online education and training. Understand the use of information and communication technology in activating learning, utilize and develop learning materials in a computer network system that students can access, and participate in online and offline training.

## **Discussion**

The teacher's efforts in mastering the subject matter are an essential essence, especially in the teaching and learning process in the classroom, because it has a massive influence on the success of a teacher in teaching, as explained: The success of an educational unit institution is determined mainly by the extent of the teacher's preparation in preparing the material. As a result, the teacher's strategic position in improving educational quality is heavily impacted by the level of understanding of the content and the pupils (Mujtahid, 2011). Efforts to improve learning quality need proper skills and knowledge. The need for expertise and abilities has grown, so carrying out tasks as a teacher requires knowledge, talents, and a qualified educational spirit. As one of the teachers' assessments, Azizah and Fuadi (2021) concluded that professional work must be adapted to expertise, professional perseverance, and tendencies. It can be seen in the relevance between the expertise and knowledge of Islamic religious education teachers and the subject matter they cover.

According to Bagou and Sukung (2020) research findings, mastery of the content, structure, ideas, and scientific attitude that supports the topic must be in a good group. According to the findings of researchers' observations, interviews, and judgments of school supervisors as expert instructors, the teacher's capacity to master the content in learning may be evident in how the teacher communicates the material. The information supplied by the instructor is appropriate for the student's level of aptitude; it is easy enough. The teacher was highly proficient in conveying topics. When teaching, the instructor brings and uses notes or textbooks relating to the information but only sometimes looks at the notes or books used when delivering the material. The instructor always replies to students' questions or responses unrelated to the learning objectives and steers students toward the learning objectives by relating the students' inquiries or responses to the subject covered during the learning process.

The teacher's capacity to learn reflects the teacher's ability to grasp structure in the classroom learning process. Before delivering the material, the teacher continuously assesses the students' readiness (potential abilities) both physically and mentally by approaching the students first, asking how they are, motivating them, inspecting the neatness of the students' clothes, and administering a test before diving into the material to be discussed. The content offered by the instructor is based on the student's prior experiences; the teacher always presents examples pertinent to events occurring around the pupils. Aside from that, the instructor delivers content in phases, beginning with what is previously known (facts) and progressing to what is unknown. The teacher's capacity to understand topics in the classroom learning process, the teacher creates teaching preparation plans, and the instructor conducts teaching assessments. Every time teachers get together; they establish preparations for teaching preparation. Teachers do teaching evaluations at the beginning and conclusion of the learning process. The instructor conducts exploration at the start of the

learning process, exploring students' understanding of the topic to be taught. The instructor does this to determine the amount of the pupils' understanding of the topic that will be delivered. The teacher continuously analyzes the learning at the end of the session by assigning homework and holding daily examinations at the end of each chapter. The capacity of the teacher to improvise lesson content by repeating a small quantity of the material provided previously and tying it to the subject that will be reviewed next demonstrates the instructor's ability to grasp a scientific mentality. The instructor does these so students can better grasp the prior content and how it links to the upcoming material.

Based on data analysis referring to observations, interviews, and assessments from school supervisors as expert teachers that researchers have carried out, it shows that the abilities of certified teachers are good in mastering material, structure, concepts, and scientific thinking patterns. However, teachers who have yet to be certified have excellent abilities in mastering material, structure, concepts, and scientific thinking patterns. The depth of the curriculum content in each education unit is outlined in competencies consisting of competency standards and essential competencies for each subject. Lessons at each level and semester are presented to the Minister of National Education's regulations in the appendix. Educators are expected to be able to develop learning methods following competency standards and essential competencies. Achieving all the essential competencies of commendable behavior can be done irregularly. All elements of the school, parents, and the community are essential in supporting the achievement of educational goals.

According to Bagou and Sukung's study findings (2020), mastery of competence standards and fundamental competencies in disciplines must be in a suitable category. According to the researchers' observations, interviews, and assessments of school supervisors as expert teachers, certified teachers can master competency standards and essential competencies in teacher learning activities by delivering material that adheres to competency standards and essential competencies. In contrast, the ability of certified teachers to master competency standards and essential competencies in teacher learning activities in delivering material that follows competency standards and essential competencies is outstanding. Developing learning materials is part of the teacher's job in providing enrichment to students. The effort alluded to here refers to how Islamic religious education teachers may enrich material sources, including knowledge and information that will be transmitted to pupils. Teachers will not be confined to a single reference or reading source in this assignment. Teachers must prioritize learning quality in school activities by making efforts to produce learning resources.

In line with the results of observations, interviews, and assessments from school supervisors as expert teachers that researchers have carried out, it can be seen that the ability of certified teachers to develop material creatively as seen from the use of teaching methods, learning resources and media in the learning process is still lacking. It is different from uncertified teachers who are very good at developing material creatively, as can be seen from the use of teaching methods, learning resources, and media in the learning process. Teachers should use lecture, discussion, and question-and-answer methods when teaching. Besides that, media must also be used frequently to make learning meaningful. Learning media must be varied, using whiteboards and occasionally using media such as laptops or projectors.

Developing the professionalism of Islamic religious education teachers is a culture built sustainably in an educational unit or school; at least by building this professional culture, it is hoped that it can contribute to the future steps that must be taken to develop the professionalism of teachers in a school. Professional development of teachers, according to Mujtahid (2011), means the process of continuous self-improvement because it is related to the accelerated development of science and technology, which has put pressure on schools in various ways, such as facilities, organizational structure, and human resources which are increasingly undetectable. The main reason for professional development is that teachers are responsible for contributing to the growth and development of knowledge, developing students' learning abilities, and carrying out school

administration activities. Teacher professional development can be done through school meetings, training sessions, and workshops.

Aruni's research (2021) indicated that topic teacher conferences, seminars, and scientific research might improve teachers' talents and competencies in increasing educational quality. Not dissimilar to Fitria's et al., (2019) research findings, she concluded that the training process benefits teachers by increasing teachers' understanding of class action research, fostering motivation in preparing and carrying out class action research, and improving school performance by increasing teacher professionalism.

In line with the results of observations, interviews, and assessments from school supervisors as expert teachers that researchers have carried out, it can be seen that developing professionalism continuously by carrying out reflective actions is reflecting on the learning that has been carried out, utilizing the results of reflection to improve and develop learning in subjects taught, and conducting classroom action research to improve the quality of learning in the subjects taught. Apart from that, professional competence also contains the core competencies of teachers, namely developing professionalism continuously by carrying out reflective actions, reflecting on one's performance continuously, utilizing the results of reflection to increase professionalism, assessing classroom actions to increase professionalism, and following progress—time by learning from various sources. Based on the above, educators must take reflective action to improve learning quality and develop sustainable professionalism.

Supported by activities and support from the school, it can be concluded in this research that continuous professional development by carrying out reflective actions has been outstanding, thus providing the best results following the vision and mission at MAN Pematang Siantar. In developing creativity in using educational technology that utilizes the latest communication and information technology, teachers can utilize media and ideas in educational technology, such as presentation media computers (*complicated technologies*) (Mujtahid, 2011).

All forms of communication tools that can be used to convey information from sources to students to stimulate them to take part in learning activities, technological media such as computers, laptops, and the like, apart from being used to deliver learning as a whole, can also be used to convey certain parts of learning activities, providing reinforcement and motivation, can also access online Islamic religious education lesson materials. In the learning process, technological media contributes to improving the quality and quality of teaching. The presence of technological media not only helps teachers deliver teaching material but also provides added value to learning activities in the classroom. According to Uno (2009), the contribution of media to learning activities includes the following: 1) Presentation of teaching material becomes more standard, 2) Learning activities become more appealing, 3) Learning activities can become more interactive, 4) Time required for learning can be reduced, 5) Quality learning can be improved, 6) Learning can be presented wherever and whenever desired, and 7) Increasing positive characteristics of students in the learning process to become more successful.

In utilizing technology, teachers can choose a learning program appropriate to the material to be held, watch it together in the classroom, and then discuss and discuss it. Besides being used to view ready-to-use programs, this media can also be used to master interpersonal skills, then discussed and analyzed by fellow students and teachers. Furthermore, its ability to capture factual, actual events in a documentary program helps teachers present the facts and then discuss these factors more clearly and discuss them in the classroom.

Hermansyah and Sumarsono's research (2021) concluded that a lack of teacher competence in utilizing technology, information, and communication can cause students to develop less and keep up with current developments following ongoing learning. In line with the results of observations, interviews, and assessments from school supervisors as expert teachers that researchers have carried out, it can be seen that utilizing information and communication technology

to develop oneself means taking part in education and training held, both at school and outside school, taking part in education and training regularly. *Online* and *offline*, understand the use of information and communication technology in activating learning, can use and prepare learning materials in a computer network system that students can access, and participate in online *and offline training*. Supported by activities and support from the school, it can be concluded in this research that utilizing information and communication technology to develop oneself is good, providing the best results per the vision and mission at MAN Pematang Siantar.

## CONCLUSION

The research reveals that certified religious subject teachers have better professional competency in mastering material, structure, concepts, and scientific mindset for suitable subjects, as well as competency standards and essential competencies. However, they need help with creative learning materials due to their age. The study suggests that teachers at MAN Pematang Siantar should develop their professional competence sustainably through reflective actions, school support, and information and communication technology, aligning with the school's vision and mission. It will help teachers create compelling and engaging learning materials.

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