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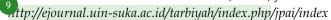- Crossref Posted Content database
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Model of Strengthening the Pedagogic Competence of Islamic Religious Education Teachers in Improving the Quality of Education in Junior High Schools in Jember Regency

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Abstract

Teacher competence is one of the supporters of the successful implementation of education. The purpose of this study will be to explain the competency strengthening model for Islamic religious education teachers carried out by junior high schools in Jember Regency. This research is a qualitative research with a narrative approach. The main data sources in this study consisted of school principals and teachers in the district of Jember totaling 10 people consisting of Islamic religious education teachers and school principals. The selection of participants used purposive sampling technique. Data collection techniques were carried out by in-depth interviews and observations. The analytical technique used in processing the data is by reducing the data, presenting the results and interpreting the data. The results showed that there were three models of strengthening teachers' pedagogic competencies. First, training to equip and strengthen the knowledge, skills and attitudes of teachers in teaching. Second, mentoring is carried out to direct teachers in strengthening skills. Third, the supervision carried out by the principal to measure and provide an assessment of the competence of teachers who have been trained and assisted. The research that has been produced is expected to be the basis for making policies on strengthening competence for teachers in the future. Subsequent more in-depth research is very helpful in adding information about similar research.

Keywords: Competence, Supervision, Evaluation, Religious Teachers Islamic Religious Education

Abstrak

Kompetensi guru merupakan salah satu pendukung keberhasilan pelaksanaan pendidikan. Tujuan dalam penelitian ini akan menjelaskan tentang model penguatan kompetensi bagi guru pendidikan agama islam yang dilakukan sekolah menengah pertama di Kabupaten Jember. Penelitian ini merupakan penelitian kualitatif dengan pendekatan naratif. Sumber data utama dalam penelitian ini terdiri dari kepala sekolah dan guru di wilayah kabupaten jember yang berjumlah 10 orang yang terdiri dari guru pendidikan agama islam dan kepala sekolah. Pemilihan partisipan menggunakan teknik purposive sampling. Teknik pengambilan data dilakukan dengan wawancara mendalam dan observas. Teknik analisis yang digunakan dalam mengolah data dengan cara mereduksi data, mempresentasikan hasil dan menginterpretasi data. Hasil penelitian menunjukkan ada tiga model penguatan kompetensi pedagodik guru. Pertama, Pelatihan untuk membekali dan menguatkan pengetahuan, keterampilan dan sikap guru dalam mengajar. Kedua, pendampingan dilaksanakan untuk mengarahkan guru dalam penguatan keterampilan. Ketiga, supervisi yang

dilakukan kepala sekolah untuk mengukur dan memberikan penilaian terhadap kompetensi guru yang sudah dilatih dan didampingi. Penelitian yang sudah dihasillkan ini diharapkan menjadi dasar dalam pembuatan kebijakan tentang penguatan kompetensi bagi guru ke depannya. Riset berikutnya yang lebih mendalam sangat membantu dalam menambah informasi tentang penelitian sejenis.

Kata kunci: Kompetensi, Supervisi, Evaluasi, Guru Agama Pendidikan Agama Islam

Introduction

Education in a scientific concept is a dynamic and continuous process that aims to develop and explore the potential that is owned in the aspects of knowledge (cognitive), attitudes and behavior (affective), and skills (psychomotor). This concept is also in line with the world's development, which changes the simple mindset to the modern one (Panoyo, Riyanto, & Handayaningrum, 2020). These increasingly complex and challenging demands occur not only in economic, social, or social and religious fields. The world of education also experiences the same thing and must adjust quickly (Latipah, Kistoro, & Putranta, 2020).

Also, the Covid - 19 epidemics, which until now is still hitting various parts of the world, have also influenced the form or model of education, educational material, and even how to evaluate it (Kistoro, Kartowagiran, & Latipah, 2020). One that plays a vital role in the education and learning process is the competence of teachers. by the existing education laws in Indonesia, teachers have at least four main competencies, namely pedagogic competence, professional competence, personal competence, and social competence (Kistoro, Zulvia, & Asyha, 2020)

Pedagogic competence is the basis for technical logging activities carried out. The teacher can plan the learning that will be carried out, carry out education, and even conduct an evaluation to determine the level of learning success or achievement targeted.

Professional competence is the teacher's ability to master the material, broad knowledge, and deep thinking power. Professionalism is a form of activity that becomes a profession or job. It requires expertise in knowledge, skills, skills based on special provisions or quality obtained through integrated and continuous education. Based on this basic understanding, the teaching profession is a professional skill that is acquired through education in education.

Apart from the two competencies mentioned above, two other competencies need to be known: personality competence and social competence. Personality competence is a manifestation of the teacher's ability to speak, act and behave, which can be a good example and a judge for students. Characteristics in personality competence can be seen in the teacher's actions by religious, legal, and social norms. The teacher can also present a person who has a noble character, is honest, and is a role model for students and society. A solid, mature, wise, and authoritative personality, a high and responsible work ethic, and upholding the professional code of ethics is another reflection of personality competence (Ministry of National Education, 2007).

The last thing that teachers must have is social competence. Teachers' skills and skills in interacting with others in communication, interpersonal relationships, and cooperation are social competence indicators. This ability can affect a good learning climate between teachers and students. This promising collaboration will foster student motivation in participating in learning. With this competency, the teacher is expected to create a comfortable and calm atmosphere in the learning process.

In the school environment, in the community, teachers also have social interactions and duties like other community members. Social competence in the community for teachers at least some skills must be possessed, namely the ability to adapt to the environment, communicate effectively and politely, and work together in a spirit of togetherness.

Realizing the importance of teachers' competence, competency development, especially for teachers of Islamic religious education, is a basic need for institutions. Teacher competence is also closely related to institutions in improving the quality of their schools. Competence for teachers requires good institutional management skills in each work unit (Hambali, 2016). Management carried out by the school is carried out to develop these essential competencies to face the more complex challenges of the education world in the future (Hidayat, 2015).

The number of problems that arise and are faced by schools and teachers in improving these competencies is a problem faced by almost all schools. Knowledge skills and sound teaching strategies, work professionalism, attitudes, and behavior, as well as interaction with all stakeholders and shareholders in the school and community environment, are targets in strengthening the school's quality. In the East Java region,

especially in the Jember district, this problem is also faced by schools and teachers. This research explores the issues that occur in Madrasah Tsnawiyah schools in the Jember district by answering questions about the model of strengthening religious teachers' competence and the obstacles faced in implementing the strengthening of these competencies.

Theoretical Review

Knowledge, skills, and attitudes or behavior that a person has reflected in the habit of reasoning and acting are commonly referred to as competence. In the world of education, this competence is the basis that teachers must-have, especially for educational competence, professional competence, personal competence, and social competence. It should be remembered that the competencies possessed by a teacher will undoubtedly differ from one another. This competence can be an indicator of a teacher's quality in carrying out its functions as an educator and teacher. Professional teachers will tend to have high attitudes and motivation in developing themselves and the students they teach.

Islamic religious education has a broad scope of discussion (M. Saekan Muchith, 2016). There is a material that is normatively derived from spiritual teachings concerning faith, morals, sharia, and history. The breadth of this material will undoubtedly affect the way teachers convey and understand the material to students. Based on the above conditions, it can be understood that religious teachers have two crucial roles in implementing learning. First, spiritual teachers have the responsibility to carry out their duties as educators and teachers at school; second, religious teachers have another task of understanding material to students with such a large amount of material. The existence of two duties and functions of spiritual teachers above provides a little illustration of the fundamental differences between religious teachers and non-religious teachers. Religious teachers have a broader scope, and this must be able to be realized in the learning process with the skills or competencies possessed by the teacher.

The Essence and Basic Concepts of Teacher Competence

The basis of law no 14 of 2015 clearly states that teachers, in carrying out their duties and obligations in education, must have and master the required essential competencies. Article 10, paragraph 1 states in more detail that teachers' competencies are academic competence, personal competence, professional competence, and social competence. These four

competencies can support the successful implementation of the learning carried out.

Competence in terms of terms comes from the root word competency, which means ability or proficiency (Hambali, 2016). In terms of competence, it has meaning from several perspectives. Competence can refer to the ability to do something that is obtained after going through the educational process. Competence must meet certain specifications in carrying out academic tasks. Competence also shows about appearance and rational actions brought from knowledge, skills, and attitudes built up from learning. Competence also means knowledge, skills, and fundamental values reflected in habits of thought and action (Kusnandar, 2008, p. 52). The existence of this basic foundation requires teachers and schools to improve their competence continually. Good competence will affect the quality and quality of education in schools.

Pedagogic competence

In today's modern education, the role of teachers is increasingly essential in the world of education. Teachers in the new paradigm are tasked not only as teachers who deliver material but also as educators who provide examples in behavior and attitudes. Another role played by the teacher must also be a motivator, facilitator, evaluator, and guide in learning. This indicates that the teacher's role is very complex and is a form of work that is not easy. Just no one can do the teaching profession, but it is done by people who already can teach according to the set standards. Many factors affect teachers' academic competence, namely the educational background gained and the teaching experience that has been undertaken. In line with teacher and educator's role, the teacher automatically must have a broad mastery of science, master the material or subject matter, understand the theory and practice of teaching, design curriculum, and sciences related to the subjects being taught (Munajat,2016).

The skills of teachers in managing teaching and learning activities are known as academic competencies. The ability to understand students' conditions, plan learning materials, find suitable learning models, carry out teaching activities and evaluate learning outcomes are measured in academic competence. Mastery of this competency will make it easier for teachers to develop student potential, especially in the cognitive or knowledge domains. The achievement of learning assessments obtained by students is a form of successful pedagogic competence. If the learning

achievement is good, the quality of the learning program has good quality too.

Professional competence

Professional competence is a form of mastery of learning material that includes knowledge of curriculum material, expertise in scientific methodology, and the subject matter's substance. Theories, concepts, structures, and scientific mindsets will be constructive in the lessons being taught. Directions and objectives in professional competence are developing learning materials that are carried out in an innovative, integrated, sustainable manner by utilizing information technology with an end to reflective action (Kistoro, Setiawan, Latipah, & Putranta, 2021).

Indicators in professional competence include first, understanding and mastering the foundation of education and applying concepts and theories in learning. Second, understanding students' condition according to the development of age and maturity of students in the application of their learning theory. Third, being able to develop scientific disciplines or fields of study that are their expertise. Fourth, applying varied and innovative learning methods. Fifth, skilled in using or developing learning media as a relevant learning resource. Sixth, being able to manage the implementation of the learning program properly. Seventh, able to implement systematic evaluation of learning outcomes. Eighth, able to develop the potential and talents of students. Ninth, improving performance by implementing supporting elements such as self-development in research or scientific work and others.

Several steps describe the quality of professional teachers about their professional duties and functions. They were first giving rise to activities as a form of full-time work and not a side job. Second, making schools a place to carry out the educational process and develop self-quality. Third, create professional associations that aim to improve teachers' quality and ability on an ongoing basis and strengthen the position and protection of teachers in the context of their work. Fourth, please adhere to the code of ethics as part of strengthening and guidelines for implementing its primary duties and functions.

Following the foundation of the Republic of Indonesia law number 14 of 2005 concerning teachers and lecturers, it is stated that teacher professionalism is a particular field of work carried out with the principle of calling the soul and idealism according to talents and interests. Besides

that, it is also committed to improving the quality and quality of education based on faith, holiness, and noble morals. Teacher professionalism is closely related to academic qualifications, and educational background has responsibility for the assigned task and can develop his professionalism on an ongoing basis.

Internally, teachers' professional competence is the ability to manage themselves in carrying out their duties (Butho, 2016). An experienced teacher's position means that the teaching profession can only be done by someone who has academic qualifications, professional certification, according to the type and level of education.

Planning and implementing the learning process is an essential aspect of the professional competence of the teacher. The teacher will direct students to achieve their learning goals. As a source of learning, teachers are expected to convey material well according to students' abilities. The strategy used is to manage learning through the experiences gained, high motivation to learn, and the exercises.

Personality competence

The term personality is a translation from English, namely personality. In Arabic, the term personality is often indicated by the terms sulûkiyyah (behavior), khulqiyyah (morals), infi'âliyyah (emotion), al-jasadiyyah (physical), al-qadarah (competence), and muyûl (interest) (Rochman & Gunawan, 2011, p. 31)

Judging from its understanding, personality competence reflects a mature, wise, dignified, and solid person with a noble character who can become role models for students. Adult personality has understanding; the teacher can display independence in action and has a high fighting power or work ethic. The notion of wisdom is a personality capable of displaying usefulness as a basis for action. Another aspect that underlies personality competence is steady; it can be interpreted as a stable and decisive personality in doing something according to existing norms, both religious, social, and others. Meanwhile, an authoritarian personality is a personality that can positively influence other people, especially students. They can be role models in behaving and having noble character according to the religious values . In the overall context, personality competence is a teacher's ability to manage emotional intelligence and spirituality (Kistoro, 2014)

Although teachers must have all competencies according to the existing provisions, not all teachers have the same abilities. Someone has a different personality and behavior. To measure the level of a good character, at least it will be seen from their appearance and behavior because, in essence, nature is abstract (Ni'mah, 2014). In the speech, attitudes and actions will show the quality of a person's personality.

Social competence

Social competence is a form of a teacher's ability to communicate and interact effectively with students, other teachers, parents, and even the surrounding community. The natural state of social competence is the ability to be inclusive or to get along with anyone and act objectively when making decisions regardless of religion, physical condition, social status, and family. Adopting to the environment and communicating in a polite, empathetic, and effective manner are other indicators of this social competence. The key to the most basic social competence is the level of communication skills. With good communication, the teacher can manifest relationships and relationships both in the classroom, in the school environment, or even in the broader community.

One of the other duties of the teacher in the future is to prepare the younger generation to play a role in society. Therefore, the teacher's job will always be related to the social environment. This indicates that teachers have the ability and activeness at school and outside of school (Zakiyatul Hilal, 2019). What teachers do is expected to have an impact on society. The teacher community's role can also be a different figure and function in each other's environment. Some have high roles, such as serving at the regional level or being a cleric with high religious knowledge. Some do not have too many roles in their environment because they are limited to carrying out their school duties. As one of the renewal agents, teachers are also tasked with providing education to the community to become good citizens. The teacher will have a unique position because all his activities and behavior will be observed and even imitated.

The social function of teachers in society, in general, has factors that influence it. First, some teachers feel called by their souls as a form of implication for their profession. Religious teachers who have duties at school are also expected to teach the values of spiritual teachings in the community. Many teachers are then called upon to do this task in their community. They become religious leaders and provide religious guidance

in the community and become good role models in their environment. Second, the spiritual condition of the community around the teacher's residence. A person, when going to live in the community, first needs to understand the environment. To have good interaction and communication, knowledge of community customs needs to be known. Teachers of social status will undoubtedly have their position, are considered people who have extensive experience, and become a reference for the community. Even though they occupy this particular role, teachers still need to make adjustments beforehand to take part in society.

Third, there is a unique social status for teachers. Indirect demands from the district can also cause the teacher to play his role in the community. This means that the teacher's social group will make the teacher aware of carrying out his role in the community. Fourth, accountability as a citizen. Just like other community members, teachers will carry out social interactions with the community in their environment. This requires teachers to be able to carry out their obligations and obtain the same rights. The rights and obligations of these citizens will become a provision that all must carry out. Finally, the role of each citizen will be following his competence and knowledgeability.

Quality of Education at Madrasah Tsanawiyah

The quality and quality of schools, in general, is the primary concern and goal of the education system in Indonesia. Graduates who have good quality following educational targets will improve the quality and quality of their schools (Hadi,2016). Schools based on general education, Islamic-based schools, represented by madrasah schools, are also demanded to enhance their quality.

Madrasas in the historical context have had quite an extended role in the world of education in Indonesia. The archipelago Islamic scholars brought the madrasa education system at that time from the Middle East (Suhadi, Mujahidin, Bahruddin, & Tafsir, 2014). Madrasah is a new learning system adapted to conditions and situations in Indonesia. Although it is an adoption of the Middle East's education learning system, madrasas in Indonesia are unique and slightly different from other countries because they teach general school curricula and religious materials simultaneously.

Madrasas have grown and developed by the dynamics of change and development that have occurred in Indonesian society. A long span of more than a century proves that the madrasah education system can be accepted

and survive with its characteristics; even Madrasahs become a religious education unit on the formal track. Madrasas exist as Islamic educational institutions that aim to foster religion, especially students' beliefs and morals. This material is what distinguishes madrasahs from public schools on the formal route.

Starting when madrasas were placed as Islamic educational institutions within the ministry of religion's scope, in the national education system, they finally established madrasas equal to public schools as academic units in the national education system (Law Number 20 of the Year, 2003). In article 17, paragraph 2, and article 18, paragraph 3, it is explained that "basic education is in the form of elementary schools (SD) and madrasah ibtidaiyah (MI) or other equivalent forms as well as junior high schools (SMP) and madrasah tsanawiyah (MTs), or other forms of equal"; Secondary education is in the form of senior high school (SMA), madrasah aliyah (MA), vocational high school (SMK), and vocational madrasah aliyah (MAK), or other equivalent forms.

Judging from the provisions of the law, it is clear that madrasah schools, which are essential elements of education in Indonesia, are like public schools, need and are required to improve education quality and quality. Automatically, quality improvement will be determined by existing units in schools such as the principal, teachers, staff and students, and even the community. Especially for teachers as the main component in the learning process, the teacher's competence must also be improved and developed.

In line with the provisions of the law, madrasas have an excellent opportunity to grow and develop and improve the quality and quality of national education (Suwadi, 2016). This parallel between madrasah and public schools has a logical consequence on demand for equality in ensuring the quality of the educational process and outcomes. Madrasahs are also required to produce graduates who can compete with graduates from other academic institutions regarding the quality of knowledge, skills, and religious mental attitudes. The specific profile of madrasa graduates expected is to become graduates or human resources who have a level of faith, devotion, and noble morals and have mastered sufficient knowledge and qualified skills that will be useful in social life in the future.

The quality of education in principle are the main objectives of the implementation of education. The learning process reflected in the results

of learning or good achievement demonstrates schools and teachers' success in achieving desired educational targets. The quality of education is a collaboration between stakeholders in the school and the embodiment of students' or learners' process and learning outcomes.

Schools can be said to have good quality and quality if all existing components such as educators, students, and educational staff can provide the best performance and are sincere in carrying out their duties and functions and professional responsibilities. Another indicator that can be seen is the quality of input and output achieved through a good learning process.

One of the factors affecting educational goals, namely quality and good quality, is strong motivation. Motivation will be very influential in achieving desires to raise maximum efforts to achieve these goals (Latipah, 2017). About improving the quality and quality of education in madrasah, teacher motivation as the central element in the learning process is very influential.

High motivation can encourage teachers to exert more ability and attention to carry out their duties and roles as educators and teachers. Motivation can also increase the business intensity and provide time to carry out activities according to job demands to encourage quality and quality of education. The quality and quality of education in the context of its achievement can be seen from several indicators—the first indicator on motivation to achieve goals. The higher the goal to be achieved, the higher the effort is made. The second indicator is the attempt to achieve the quality standard to be completed. The standards set will significantly influence the achievement of quality. If the standards set are high, then the rate or quality is also high.

A strong desire to develop oneself is the third indicator in achieving quality. When teachers do self-development through training, workshops, or other activities geared towards adding knowledge, skills, and attitudes or attitude, the teacher automatically has more results than others. Extensive relationships and networks or community are also an indicator of the fourth quality achievement. Solid and broad relationships with other people will also increase quality improvement with the form of cooperation carried out.

The last or fifth indicator is consistency and strong persistence in carrying out their duties as a teacher. As previously known, a teacher has a heavy role and task. Besides being a teacher who provides subject matter, he must also be an educator who will give students noble examples and role models in the school environment and the community as a guide and a real example in community life.

Research Method

Type research

The type of research used in this research is qualitative with a narrative approach (Denzin & Lincoln, 1994, p. 126). The primary data sources in this study were ten teachers and principals from 4 different schools. The complete characteristics of data sources or participants can be seen in table 1.

Tabel 1. Participant data

School	Initials	Position	Total
MTs AR	MA	Headmaster	1
MTs AR	AH	Teacher	1
MTs AS	AB	Headmaster	1
MTs AS	N	Teacher	1
MTs AT	ST	Headmaster	1
MTs AT	AK	Teacher	1
MTs MU	MM	Headmaster	1
MTs MU	AD	Teacher	1
MTs NA	SG	Headmaster	1
MTs NA	AP	Teacher	1
Total			10

Data, instrument, Procedure

Data collection used in-depth interviews and observation techniques (Balnaves et al., 2009). According to the researcher's criteria, the sampling technique used was purposive sampling (Anderson, 2002). The data analysis technique uses the central theme taking steps, presenting the data, and interpreting the main music into a description which is a series of results (Bogdan, R.C & Biklen, 1998).

Result and Discussion

Forms of strengthening teacher competence

Following the results of data analysis, there are four forms of strengthening religious teachers' competence in Madrasah Tsanawiyah schools. First, it reinforces knowledge and skills in training, workshops, and seminars related to spiritual competence teachers. This is following the results of an interview conducted with one of the religious teachers, and he explained that "indeed, so that we can provide material to students, we also have to learn. one of them is by training and seminars that are followed. There is new knowledge to be obtained".

Second, mental or spiritual strengthening in the form of material giving and religious studies is carried out routinely by schools. This was revealed by explaining one school principal who explained that "religion teachers must master a lot of spiritual knowledge and knowledge. One way is to provide religious information regularly to repeat and corroborating information that may have already been obtained. The school aims this to maintain mastery of the knowledge, which is the basis for providing material to students.

Third, organizational strengthening in which teachers, especially religious teachers, are supervised by the principal in carrying out their duties and obligations in learning. This supervision is carried out to determine how the teacher implements the learning process and what the teacher faces in the process. One school principal who was successfully interviewed revealed that "this supervision is indeed something that the school must carry out to improve the quality of learning and the quality of the school as a whole. Besides, it is also used as a form of educational evaluation, especially for teachers in carrying out their duties and professional functions ".

Fourth is strengthening communication. The school committee development model is in the form of providing communication training by bringing in experts who are following their fields. As a bridge of interaction between work units in schools, communication has a vital role in the smooth running the learning process and achieving educational targets. Effective communication will foster a sense of openness and mutual trust to solve problems faced by fellow teachers or smooth the process of providing material from teacher to students (Bosra, Kistoro, & S Compoundiliani, 2020). Strengthening activities and the form of activities carried out by the school can be seen in table 2.

table 2. form of strengthening the competence of religious teachers

Kompetensi	Bentuk penguatan	Target pengauatan
Pedagogic	1. Training	1.Increase knowledge
	2. Workshop	2. Adding skills
	3. Seminar	3. Looking for solutions to problems in the teaching system implementation of learning and education
		4. Know the strengths and weaknesses of teachers' competencies
Professional	1. Training	1 Mastery of educational theories and strategies
	2. Internships	2. Provide new discourse in other places where managerial is good
	3. Superviion	3. Knowing the extent of the success of the
Personality	1. Study of religious material	1. Strengthening religious scientific knowledge
	2. Study of sciences religion	2. increase in new relevant sciences

Social	1. Communication training 2. Increasing the role of society in the form of being a religious role model or cleric	1. improve effective speaking skills 2. Able to be a role model and guide in society

Barriers to strengthening teacher competence

In implementing the teacher competency strengthening program, there are obstacles and obstacles to be faced. In general, the barriers faced are two factors, namely internal and external factors. Internal factors arise from within the teacher, such as a lack of motivation, a lack of enthusiasm for updating knowledge, and a lack of accustomed to direct practices related to theories, strategies, and newer knowledge foundations.

Lack of motivation in learning will affect how to teach and learn. When the teacher does not have a reason, the delivery method will tend to be flat and not make students interested. Likewise, when they do not have high motivation, students will affect what and how they learn. High motivation will make someone able to use cognitive processes or higher knowledge in conveying or studying specific material so that students will also absorb and deposit material for a more extended period (Minggele, 2019).

Likewise, in terms of scientific updating, teachers must do it to increase knowledge and understanding or even new strategies and models that can be used in learning (Kesuma, Harun, Putranta, Mailool, & Adi Kistoro, 2020).

Lack of direct training and practice will also significantly affect teacher competence. Teachers usually also increase their technique and skills to deliver material to students regarding psychomotor enhancement and abilities (Nurhasanah, Malik, & Mulhayatiah, 2017).

Complete teaching activities will become routines that can prevent teachers from developing. Refresher is needed to re-build enthusiasm and motivation in improving the quality of education.

The last factor that can be examined is the existing infrastructure and facilities. The absence of facilities and infrastructure and facilities will undoubtedly influence the smooth running of the education and learning process. The school needs to explore more about the needs that teachers need to support and improve learning quality.

Discussion

Education as a form and process of optimizing the input and output that will be produced requires directed and measured activities to achieve it. Quality education will produce quality output. The quality of education is also a determinant of the level of a nation. This educational activity certainly has its benchmarks and standards. One of the influences in achieving the quality and quality of learning outcomes is teacher competence (Latipah, Kistoro, & Khairunnisa, 2020). The development of student abilities and quality assurance of education cannot be separated from educators' or teachers' roles. Teachers who have adequate competence will have a positive impact on developing the potential of students.

Judging from this, teacher competence cannot be separated from the influence of the factors surrounding it. Educational background, experience in both teaching ability or strategy implementation. Besides that, the set also understands the level and level of education taken by the teacher. The higher the education, ideally, the more competency levels are. The story of education is also an indicator of success in carrying out its functions and duties.

External factors are obstacles that come from outside the teacher or from the surrounding environment. There are concrete forms of external constraints such as sub-optimal supervision from the school, dense teaching activities, government policies, and existing infrastructure.

Commitment and consistency of the school in improving the quality of quality also affect strengthening teacher competence. If schools rarely conduct evaluations, there are not many known shortcomings and achievements of teachers in carrying out the learning process (Sulaiman & Wibowo, 2016). School leaders must improve the school's quality by supervising their subordinates, in this case, the teacher.

During the learning process, the teacher naturally gets new things that are positive or negative. If this condition is interpreted as an experience, it will be used by the teacher itself as a lesson and give a deep meaning to the teacher's ability. Own experience is a condition that someone experiences

or feels. Experience in teaching will provide the teacher's knowledge and skills not only in delivering material but also in finding solutions to problems that arise.

The teacher should ideally adjust the subject matter with real examples that occur in the community so that the subjects are genuinely factual with their lives daily. Skills and abilities to do need to be honed and developed using direct training or practice. This approach is called a technical approach. Microteaching approach and the behavior of its part. This approach can adjust the level of ability of different students.

Conclusion

According to the results, this research provides essential conclusions that answer questions about strengthening and the obstacles faced in supporting teacher competence in madrasah tsanawiyah schools. In summary, strengthening teacher competence through training, seminars, workshops, apprenticeships, and supervision in schools and communities. This is a manifestation of improving the quality of schools through adequate teacher competence.

As for the obstacles in its implementation, there are obstacles from within the teacher, personal such as motivation, self-confidence, increased knowledge, and others. Apart from that, external factors arise from macro policies in education, varying forms of school supervision, and the completeness of school infrastructure and facilities. This is to support the learning process.

Suggestion

There are many deficiencies in this research process, such as the lack of discussion on terms and other aspects that have not been explored in more depth. The following research is expected to be able to improve the results that have been done.

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