



## Teacher Competency Management in Improving Reading Ability in Indonesian Language Subject of Class IIIB Students of MI Al-Ishlahuddiny Kediri in the 2023/2024 Academic Year

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### Abstract

Teacher competency management can be interpreted as a description of what a teacher must do in carrying out his work, both in the form of activities, behavior and results that can be demonstrated in the teaching profession. This research aims to determine teacher competence in improving reading skills in Indonesian language subjects for class III B MI Al-Ishlahuddiny Kediri students, what obstacles class teachers face in improving reading skills in Indonesian language subjects for class III B MI Al-Ishlahuddiny Kediri students. This research uses a qualitative descriptive research type with a psychological approach and a pedagogical approach. The results of the research show: 1) This research found that the competencies possessed by class III B MI Al-Ishlahuddiny Kediri teachers can be said to be good, meaning they are said to be professional in carrying out their duties as educators, the teacher has mastered the four teacher competencies starting from his ability to master pedagogical competence, personality competence, social competence and professional competence.

**Keywords:** *Management, Teacher Competence, Reading Ability, Class III B Students*

### Abstrak

Manajemen kompetensi guru dapat dimaknai sebagai gambaran tentang apa yang harus dilakukan seorang guru dalam melaksanakan pekerjaannya, baik berupa kegiatan, perilaku maupun hasil yang dapat ditunjukkan dalam profesi mengajar. Penelitian ini bertujuan untuk mengetahui kompetensi guru dalam meningkatkan kemampuan membaca pada mata pelajaran bahasa Indonesia siswa kelas III B MI Al-Ishlahuddiny Kediri, apa kendala yang dihadapi guru kelas dalam meningkatkan kemampuan membaca pada mata pelajaran bahasa Indonesia siswa kelas III B MI Al-Ishlahuddiny Kediri. Penelitian ini menggunakan jenis penelitian deskriptif kualitatif dengan pendekatan psikologis dan pendekatan pedagogis. Hasil penelitian menunjukkan: 1) Penelitian ini menemukan bahwa kompetensi yang dimiliki guru kelas III B MI Al-Ishlahuddiny Kediri sudah bisa dikatakan baik artinya sudah dikatakan profesional dalam menjalankan tugasnya sebagai tenaga pendidik, guru sudah menguasai ke empat kompetensi guru tersebut dimulai dari kemampuannya dalam menguasai kompetensi pedagogik, kompetensi kepribadian, kompetensi sosial, dan kompetensi profesional, 2) Kendala guru dalam meningkatkan kemampuan membaca pada mata pelajaran bahasa Indonesia siswa kelas III B MI Al-Ishlahuddiny Kediri ialah keterbatasannya waktu dalam memaksimalkan capaian belajar siswa saat proses pembelajaran membaca.

**Kata Kunci:** *Manajemen, Kompetensi Guru, Kemampuan Membaca, Siswa Kelas IIIB*

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## Introduction

Competency is basically a description of what a person can do at work. As well as the form of the work that can be seen. To be able to do a job, a person must have abilities in the form of knowledge, attitudes, and skills that are relevant in their field of work. Referring to this definition, teacher competence can be interpreted as an overview of what a teacher must do in carrying out his work, both in the form of activities, behaviors and results that can be shown in the teaching profession. In general, there is a teacher's duty as a profession, namely educating, teaching, and training. Educating means continuing and developing life values, teaching means continuing to develop knowledge. Meanwhile, coaching is developing skills for students' lives. (Scott, 2010) (Lubna, 2009)(mulyasa, 2011) (Sari, 2021) (Sahana, 2014)

To be able to carry out these duties and responsibilities, a teacher is required to have certain abilities as part of the teacher's professionalism. Reading is a very important thing in life, by reading the knowledge we have will continue to grow and never run out. Learning to read students aims to provide knowledge and ability to master reading techniques, capture the content of reading well and write it correctly. Reading activities are part of human life in their daily lives, through reading activities we can find knowledge, and open up insights (Muhicht, 2011) (Ramayulis, 2005) (Sagala, 2009)

Based on the description above, it can be understood that the teacher competency standard is a measure that is set or required in the form of mastery of knowledge and behaves like a teacher to occupy functional positions according to the field of duties, qualifications and level of education. Teacher competency standards aim to "obtain a standard reference in measuring teacher performance to obtain quality assurance of teachers in improving the quality of the learning process". This shows that pedagogic competence has an important role. Referring to the lesson plan on teachers' pedagogic competencies in learning management skills which include: (a) understanding of insights or educational foundations; (b) understanding of students; (c) curriculum/syllabus development; (d) learning planning; (e) the implementation of educational and dialogical learning; (f) evaluation of learning outcomes; (g) development of learners to actualize their various competencies. (Sagala S. , 2009)

Therefore, to achieve the optimal educational goal, namely to form quality and ready-to-use human resources, educational institutions are responsible in order to prepare reliable and professional teaching staff and meet academic qualifications. The quality of teachers' work is the most important part in supporting the creation of an effective educational process, especially in building attitudes, abilities, discipline and the quality of student learning outcomes. Thus, the quality and competence of teachers greatly determine the quality of education, the success of learning and the achievement of educational and learning goals. One of the things that can be done to improve students' reading skills is that teachers must be able to master the four standards of teacher competence, namely pedagogic competence, personality competence, social competence, and professional competence. (dkk, 2021) (Syamubi, 2019)

Based on the above explanation, the researcher is interested in conducting research entitled "Pedagogic Competence of Teachers in Learning at MI Al-Ishlahuddiny in grade III B students. Even though as a professional teacher, of course, they must maintain their competence even in learning to read. On the other hand, the demands of learning outcomes must be carried out properly so that teachers must have a problem strategy for them, must provide assignments and evaluate student learning outcomes. In addition, the reading ability of grade III B students is still relatively low, there are still some students who are not fluent in reading, and are still spelling. In grade III B MI AlIshlahuddiny Kediri, the teacher has applied media to read, but even so there are still some students who cannot read fluently. (Observasi, 2024) (Observasi, tentang wawancara, 2024)

## **Method**

This study uses a qualitative research method that is descriptive. Descriptive cumulatives are a mechanism for solving problems that are reviewed by providing an overview of the situation according to the object of the research according to various empirical evidence that appears as it occurs in the field. This research uses a type of qualitative descriptive research with a psychological approach used in analyzing students' behavior and deeds, and a pedagogical approach used in analyzing research objects using relevant educational themes. Data is obtained through observation to observe and record the object of research directly, interviews are used to obtain information directly about the object being studied, and this documentation is a picture taken of the researcher to strengthen the results of the research. The data that has been obtained by the researcher will then be analyzed through several stages, namely: data reduction, presentation, and data verification. (Indra, 2021) (Yuliani, 2018)

The researcher has selected and determined the subject to be researched as the information and data needed and the subject is seen to know the purpose of his research in order to answer the formulation of the problem. A number of questions were focused on the problems formulated by Grade IIIB Mi Al-Ishlahuddiny Kediri Students for the 2023/2024 Academic Year. The role of the researcher is as an instrument, data collector, and observer of participants. Its existence in the field is known by the source/subject. The primary data was taken from interviews and observations. Researchers observed directly through observation during the study. As for the secondary data, the researcher obtained it from literature review sources. The data was collected through observations, interviews, and documentation.

## **Results and Discussion**

### **Result**

Based on the researcher in this section, he will describe the results found from the research, both data from his observations and interviews conducted on teachers and

students of Class IIIB Mi Al-Ishlahuddiny Kediri Grade IIIB Student for the 2023/2024 Academic Year about the role of teachers' pedagogic competence in learning Indonesian. In fact, competence is a skill that teachers need to have in the field of study that is handled, and is manifested in carrying out their duties correctly. There are also those who define it as knowledge, expertise, and fundamental values that are described in assuming and behaving continuously (Curriculum Center of the Ministry of National Education, 2002). While pedagogic is a theory for how teachers can guide their children well. Another meaning from the Greek states pedagogic is the science of educating children and the method of implementing education optimally from teachers to their students. Student characteristics are an important part of pedagogic competence, understanding student characteristics is something that must be for an educator, where mastering this is a professional parameter for them or not. Optimal output will not be achieved in the teaching and learning process if in its development, the formation of students' personalities is difficult to form. Therefore, in accordance with what is stated by (Janawi 2019), an educator needs to understand the child's world, potential, interests, talents, learning motivation, and other problems related to children (Nurliana, 2017).

## Discussion

### Teacher Competency Management in Improving Reading Skills in Indonesian Language Subjects for Grade III B MI Al-Ishlahuddiny Kediri Academic Year 2023/2024

#### a. Competence in pedagogy

Aulia Akbar's opinion in the book *The Importance of Pedagogic Competence of Teachers* is that etymologically the word pedagogic comes from the Greek words, Paedos and agagos, paedos which means child and agagos means to guide, control, direct, therefore pedagogic means to guide children. Guiding can be interpreted as knowledge, morals and skills in children. In relation to the teaching and learning process in the classroom, in entering the world of education, pedagogic competence is a provision for teachers who are closely related to students. The same thing conveyed is also in accordance with the opinion of M. Hatta in the book *Four Competencies to Build Teacher Professionalism* in the book that pedagogic competence is one type of competence that must be mastered by teachers. This competency is basically an overview of each teacher's ability to manage the classroom during learning, and can increase the success rate of students' learning outcomes. As done by the teacher of grade III B MI Al-Ishlahuddiny Kediri is through the way the teacher starts from preparing learning materials and media, when the teacher teaches students in the classroom the teacher does not only convey the material clearly, but the teacher uses learning techniques, methods, and strategies, the teacher asks students to divide students into several groups, and during the learning process the teacher also always guides, directing and controlling and supervising students during

the reading learning process, After that the teacher evaluates the students' learning outcomes, if there are students who still do not understand and are said to be low, the teacher always provides improvements by the way the teacher gives test sheets that are homework assignments to students to read at home and in the morning at the store. Then the teacher is able to teach students to read according to the indicators of reading ability, when the learning process of reading students are able to meet each of the existing indicators such as when reading students have pronounced the writing clearly, pronounced clearly, pronounced sentences correctly, and students have been fluent in reading. (Wawancara, 2024)(Hatta, 2018) (Hatta M. , 2018)

#### **b. Personality Competencies**

Aulia Akbar's opinion in the book *The Importance of Teacher Pedagogic Competence* is that personality competence is a personal ability that reflects a steady, stable, mature, wise, authoritative personality, being an example for students, and having noble character that can be an example for students. The same thing was also conveyed by Rina Febriana in the book *Teacher Competence* that the personality competence that teachers as educators whose main task is to teach, has personality characteristics that are very influential on the success of human resource development. The steady personality of an educator can set a good example for students and the community. Therefore, educators will appear as a figure who should be "encouraged" (obeyed by his words/advice/commands) and "imitated" (exemplified by both his attitude and behavior).(Hatta M. , *Empat Kompetensi untuk membangun profesionalisme guru* , 2012) (Febriana, 2019)

As done by the teacher of grade III B MI AlIshlahuddiny Kediri, when teaching, both during the learning process and outside of learning hours, the teacher is always polite, friendly and always gives a good example to students, for example during the learning process of reading in the classroom, when students do not understand, the teacher is always patient in teaching, even the teacher always gives motivation in the form of praise to the student which can make the student become a teacher. Keep your spirits up. And when the teacher gives an example also from the way he dresses politely in accordance with religion, then throwing garbage is never careless and the real steps taken by the teacher of grade III B in giving students an example and becoming an example for that student are like when the teacher enters the class always on time according to the predetermined hours at school, always dresses neatly and politely obeys the rules in the classroom.

#### **c. Social Competence**

M Hatta Four's opinion in the book *Competencies to Build Teacher Professionalism* that social competence is the ability of teachers to communicate and interact socially with all parties including students, parents of students, fellow educators, education staff, and the community. Social competence can also be

interpreted as the ability of teachers to foster and develop social interaction both as professionals and as members of society. The same thing was also conveyed by Rina Febriana in the book *Teacher Competence* that the personality competence of a social teacher is the ability of a teacher to communicate and interact effectively with students, education staff, parents of students, and the community. Some of the technical competencies that need to be possessed by educators or other teachers include: communication skills with students, parents of students, being sympathetic, being able to cooperate with school committees, being good at getting along with fellow colleagues. (Febriana, *Kompetensi Guru*, 2019)

As done by the teacher of grade III B MI Al-Ishlahuddiny Kediri, when in the classroom or outside the classroom, the teacher always communicates well with the students when they are in the process of learning to read, it can also be seen that when the teacher is outside the classroom, the teacher always interacts and communicates with other teachers both in the teacher's room and in the school yard. Grade III B teachers not only communicate when there are activities at school such as meetings between fellow teachers, but always communicate every day with other teachers as well. The teacher's personality competence can also be seen from the way he can communicate with the student's parents, when there is a student who does not enter the teacher, the teacher indirectly contacts the student's parents, the way the teacher interacts with the student's parents can also be seen from the preparation for the release of grade VI all students' parents are asked to come to school.

#### **d. Professional Competencies**

Syamsul Ma'arif's opinion in the book *Professional Teachers of Hope and Reality* that professional competence is the ability of teachers to show their skills as professional teachers. Such as mastering the field of study, mastering the structure and materials in the curriculum, and mastering communication and information technology in learning. The same thing was conveyed by the opinion of Syamsul Ma'arif in the journal of teacher professional competence saying that teacher professional competence is a set of abilities that teachers must possess so that they can carry out their tasks successfully. So teacher professional competence is a number of competencies related to professions that require a person in the field of expertise such as mastery of materials, using learning media, and maximizing student learning outcomes. In addition, in the learning process, teachers should use various learning models as tools in learning because so that students become more active (Ma'arif, 2012) (Husairi dan Suhaeli, 2023)

As done by the teacher of grade III B MI Al-Ishlahuddiny Kediri, in terms of mastery of the material, it is able to be broad and deep. The professional competence mastered by grade III B MI Al-Ishlahuddiny Kediri teachers is in the form of their ability to deliver material clearly so that students quickly understand, teachers' ability to use various media, both the media around them and those provided at school, can also be seen from the teacher's ability to evaluate student learning outcomes. The

teacher's steps are to make improvements to students by providing assignments or homework sheets that contain reading materials that are easy for students to understand. Then students deposit readings when they enter school.

### **Teachers' Obstacles in Improving Reading Skills in Indonesian Language Subjects for Grade III B MI Al-Ishlahuddiny Kediri Academic Year 2023/2024**

From the results of the research conducted by the researcher, the competence of grade III B teachers certainly experiences obstacles in improving reading skills in grade III B students, where the obstacles are time limitations, both time in the learning preparation process, preparation of learning facilities, conditioning students and the process of implementing learning in improving reading skills. Where this is in accordance with the existing theory about teachers' obstacles In improving reading skills in Indonesian subjects, of course, there are several obstacles that need to be faced by teachers: Professional teachers will take advantage of the time they have to prepare lessons for tomorrow. According to Ridhowati, teachers have obstacles or obstacles in carrying out learning properly, one of which is that teachers have limited time in teaching. (Fauziah, 2018)

Based on the results of the research conducted by the researcher and the theory regarding the obstacles to learning reading ability, it is true that grade III B teachers certainly experience time constraints, both time in the learning preparation process, preparing learning facilities, conditioning students and the classroom atmosphere, and the implementation process and the process of assessment.

### **Conclusion**

The results of the research found by researchers at MI Al-Ishlahuddiny Kediri about Teacher Competence in Improving Reading Ability in Indonesian Language Subjects for Grade III B Students are first, Teacher Competence in improving reading ability in Indonesian subjects for grade III B students of MI Al-Ishlahuddiny Kediri is that it can be said that it is good meaning that teachers have mastered the four competencies of teachers starting from their ability to master competencies pedagogic, personality competence, social competence, and professional competence. It can be seen from the way the teacher is able to explain or explain the material clearly in accordance with the learning plan that has been made, has been able to teach students to read according to the indicators of reading ability, besides that it can also be seen from the way he in the classroom always guides, controls, directs, and supervises students during the reading learning process and provides feedback and is able to provide improvements and evaluations after the learning process. Second, the teacher's obstacle in improving reading ability in the Indonesian subject of grade III B MI Al-Ishlahuddiny Kediri is that in the learning process the teacher is constrained by the limited time in the reading learning



process, while the teacher must maximize the learning achievement for each student's ability in learning, especially reading, because the teacher is constrained by a fairly limited time.

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