ANALYSIS OF MADRASAH TEACHER COMPETENCIES: THE MAIN PILLAR OF IMPROVING THE QUALITY OF ISLAMIC EDUCATION LEARNING

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Abstract

The purpose of this study is to analyze teacher teaching competency in improving the quality of learning at Madrasah Ibtidaiyah (MI) Nurul Huda. The study aims to evaluate aspects of teacher competency, including pedagogical knowledge, communication skills, and the application of innovative learning methods. This research approach is qualitative with a case study design. Data collection through interviews, observations, and document analysis. Data validation with triangulation and data analysis using data reduction, data presentation, and conclusion drawing. The results of the study indicate that teacher competency at MI Nurul Huda has a significant influence on the quality of learning received by students. Factors that influence teacher competency include professional training, teaching experience, and support from the school. In addition, this study also discusses relevant learning theories, such as Constructivism Theory, which emphasizes the importance of the active role of students in the learning process. The findings of this study are expected to provide recommendations for MI Nurul Huda managers and policymakers in designing sustainable teacher competency development programs. Thus, it is hoped that the quality of education at the institution can improve, so that students can reach their maximum potential in the learning process. This research makes an important contribution to the development of education at the elementary level, especially in the madrasah context.
Keywords: Analysis, Teacher Competence, Madrasah, Learning Quality, Islamic Education.

Abstrak

Tujuan dari penelitian ini untuk menganalisis kompetensi pengajaran guru dalam meningkatkan kualitas pembelajaran di Madrasah Ibtidaiyah (MI) Nurul Huda. Penelitian bertujuan untuk mengevaluasi aspek-aspek kompetensi pengajar, termasuk pengetahuan pedagogis, keterampilan komunikasi, dan penerapan metode pembelajaran yang inovatif. Pendekatan penelitian ini adalah kualitatif dengan desain studi kasus.

Pengumpulan data melalui wawancara, observasi, dan analisis dokumen. Validasi data dengan triangulasi dan analisis data menggunakan reduksi data, penyajian data dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa kompetensi pengajar di MI Nurul Huda berpengaruh signifikan terhadap kualitas pembelajaran yang diterima siswa. Faktor-faktor yang mempengaruhi kompetensi pengajar meliputi pelatihan profesional, pengalaman mengajar, dan dukungan dari pihak sekolah. Selain itu, penelitian ini juga membahas teori-teori pembelajaran yang relevan, seperti Teori Konstruktivisme, yang menekankan pentingnya peran aktif siswa dalam proses belajar. Temuan dari penelitian ini diharapkan dapat memberikan rekomendasi bagi pengelola MI Nurul Huda dan pembuat kebijakan dalam merancang program pengembangan kompetensi pengajar yang berkelanjutan. Dengan demikian, diharapkan kualitas pendidikan di lembaga tersebut dapat meningkat, sehingga siswa dapat mencapai potensi maksimal mereka dalam proses pembelajaran. Penelitian ini memberikan kontribusi penting bagi pengembangan pendidikan di tingkat dasar, khususnya dalam konteks madrasah.
Kata kunci: Analisis, Kompetensi Guru, Madrasah, Kualitas Pembelajaran, Pendidikan Islam.

A. Introduction

Madrasah teacher competency is a key focus in efforts to improve the quality of Islamic education (Rahma et al., 2024; Santika et al., 2025). Amidst the challenges of modernization and globalization, madrasah teachers are not only required to have a deep mastery of religious material, but also must be able to integrate innovative teaching methods, digital literacy, and pedagogical approaches relevant to the needs of students in the 4.0 era. Without holistic competency development, including the ability to address radicalism, tolerance, and other contemporary issues, madrasahs have the potential to be left behind and unable to produce graduates who are globally competitive, have noble morals, and possess a moderate and inclusive understanding of Islam (Suryadi et al., 2024). Therefore, investment in the professional development of madrasah teachers is a strategic pillar to ensure that Islamic education remains relevant and able to contribute positively to world civilization (Sofyan et al., 2022; Suparyanto et al., 2020).

Improving the quality of learning in Islamic Elementary Schools (MI) is highly dependent on teacher competency, which includes pedagogical knowledge, communication skills, and the application of innovative learning methods (Akbar, 2021). The main challenges faced are unequal mastery of competencies among teachers, limited professional training, and adaptation to technological changes and

increasingly diverse student needs. This issue is highlighted because the quality of learning received by students is significantly influenced by teachers' abilities to effectively design, implement, and evaluate the learning process (Makhrus, 2022).

A literature review shows that pedagogical competence is a fundamental aspect that every Islamic elementary school teacher must possess, as it plays a direct role in creating effective and innovative learning. Research in Sarolangun Regency (Sarolangun, 2007) confirms that teachers with good pedagogical competence are able to understand student characteristics, design learning, and conduct appropriate evaluations, even though they still face obstacles in utilizing technology and learning media (Mia, et al., 2023). Other studies highlight the importance of ongoing training and institutional support to improve teachers' abilities to face the challenges of the digital era. Furthermore, research on the Development of Pedagogical Competence in Islamic Religious Education Teachers (Jauza, et al., 2025) indicates that teachers who have teaching skills not only pay attention to teaching materials but also pay attention to students' psychological and social factors during the teaching process and strive to create in-depth and beneficial learning experiences for students (Saskia, et al., 2024).

This research is expected to provide practical benefits for the management of MI Nurul Huda and educational policymakers. The results can be used as a reference in designing sustainable teacher competency development programs, whether through training, mentoring, or innovative learning methods based on constructivism theory that emphasizes students' active role in the learning process. The research findings can also serve as a reference for teachers to continue developing themselves and for other researchers who wish to examine the relationship between teacher competency and the quality of learning in madrasas. Thus, it is hoped that the quality of education at MI will improve and students will be able to reach their maximum potential.

B. Method

This research method uses a qualitative approach with a case study type focusing on MI Nurul Huda. The research was conducted during May 2025 at MI Nurul Huda, with primary data sources obtained from teachers, students, and school administration. Data collection was carried out through direct observation of the classroom learning process, in-depth interviews with selected informants, and documentation related to school policies and activities. Data validity was maintained through triangulation of sources and techniques, while data analysis was conducted thematically to identify main patterns and themes from the collected data. The research stages include: 1) planning and determining informants, 2) data collection through observation, interviews, and documentation, 3) data validation with triangulation, 4) data analysis using data reduction, data presentation, and drawing conclusions . With these stages, the research is expected to provide an in-depth picture of the relationship between teacher competence and learning quality at MI Nurul Huda.

C. Results and Discussion

Competence is an ability that must be possessed and implemented as well as possible by teachers in teaching in a school, namely in terms of knowledge, skills, values and attitudes, because this can support the improvement of quality in the school. In relation to Teacher Competence in Improving School Quality at MI Nurul Huda, researchers obtained data through interviews with several sources, including one teacher selected from several classes.

Competence comes from the English word (Competence), which means "ability or skill." Competence refers to an educator's ability to apply and utilize teaching and learning situations using carefully prepared principles and techniques for presenting lesson material so that it can be easily absorbed by students. Competence is defined as the knowledge, skills, and core values reflected in habits of thought and action. Therefore, the competence possessed by each teacher will demonstrate the teacher's true quality. This competence will be realized in the form

of mastery of knowledge and professional actions in carrying out their functions as a teacher. (Gultom and Rusmiati Aliyyah 2022)

Effective performance in a situation or job is called competence. There are five characteristics of competence: (1) motives, which are things people think and want that cause something; (2) traits, which are the physical characteristics of the committee's response to a situation or information; (3) self-concept, which is a person's attitudes, values, and self-image; and (4) skills, which are the ability to do something in a field; and (5) expertise, which is the ability to do something in a particular field. (Lestari et al. 2022)

In Law No. 14 of 2005 Article 1 Paragraph 10, competence is a set of knowledge, skills, and behaviors that must be possessed, internalized, and mastered by teachers or lecturers in carrying out professional duties. (Suparyanto and Rosad, 2020). Therefore, competence is defined as something that describes a person's ability or expertise, both qualitatively and quantitatively. Qualitative ability shows the quality (good or bad) of a teacher's teaching ability. While the quantitative ability of a particular teacher is associated with the quality of student learning, which is measured through statistical tests.

Each teacher possesses different qualifications and abilities, reflecting individual differences. Each teacher must possess the basic competencies to become an innovator and developer. Therefore, some argue that, due to their extensive work experience, older teachers typically serve as innovators and developers. However, others argue that younger teachers may contribute more to innovation. The Competence of Lecturers/Teachers in the 21st Century highlights the important role of lecturers and teachers in building the nation through education. (Ilyas 2022)

Learning is the process by which a person acquires knowledge, skills, attitudes, or values through interaction with their environment. This includes receiving, understanding, and applying new information to improve their abilities or change their behavior. Teaching methods are crucial for creating an effective and engaging learning environment. Ultimately, these methods improve student learning outcomes. (Musyayyidah, Elhady, and Hadi 2024)

Teachers must understand lesson delivery techniques, or "the teaching methods used by teachers to teach or present educational material," because "student activity will usually decrease if the subject matter presented by the teacher is not or less interesting because the teaching method ignores teaching principles, such as apperception and correlation, and others." (Wulandari 2021)

If a teacher does not master the material in the learning process, they will have difficulty conveying it to their students. The way teachers deliver material shows their ability to master the subject matter. (Mia and Sulastri 2023) Broad and in-depth mastery of learning material includes concepts, structures, and methods of science, technology, and art that are appropriate to the material, the application of concepts in everyday life, and professional competition.

Law No. 14 of 2005 concerning teachers and lecturers stipulates that teachers must meet the following requirements: academic qualifications, competencies, teacher certificates, physical and mental health, and the ability to realize national education goals. A bachelor's or diploma four program is required to achieve the academic qualifications mentioned in Article 8. (Ali 2022) . The teacher's ability to manage students and understand their growth from various aspects, such as moral, emotional, and intellectual, during the learning and education process is called pedagogical competence. One of the main competencies that teachers must have is pedagogical competence. (Aulia, Murni, and Desyandri 2023)

Improved teacher performance will directly impact the quality of learning and student achievement. Teachers who can deliver material well, use appropriate learning strategies, and motivate students will create an optimal learning environment. However, in practice, many teachers still face various obstacles in improving the quality of teaching, both in terms of methods, classroom management, and the application of technology in the teaching and learning process. (Nur Efendi and Muh Ibnu Sholeh 2023) . Teachers play a crucial role in shaping students' futures through the quality of the learning they provide. In Madrasah Ibtidaiyah, the teacher's task is not only limited to teaching knowledge, but also to being a role model in morals and ethics in accordance with Islamic values. One of

the main factors that can support teacher professionalism while maintaining the quality of teaching is the implementation of a code of ethics for the teaching profession. (Pradana 2023)

The use of digital technology is one way to reduce the role of humans and prioritize the use of digital tools or media. In learning, technology helps increase efficiency and effectiveness, so teachers need to hone their digital skills to optimally utilize digital tools and simplify the learning process. However, the role of teachers remains irreplaceable, as they play a crucial role in shaping character, social aspects, and other aspects that cannot be replaced by technology. (Haq, Rizkiah, and Andara 2023)

In today's digital era, the use of technology in learning has become increasingly crucial. Schools need to leverage technology to improve the quality of teaching and the learning process. The use of Learning Management Systems (LMS) and other educational applications can help teachers create more interactive and engaging teaching materials for students. Furthermore, technology also facilitates communication between teachers, students, and parents, allowing information to be conveyed quickly and efficiently. (Suryadi et al. 2024) . Technology-based education not only prepares students for academic challenges but also equips them with the skills needed in the future workforce. Therefore, investment in educational technology and digital skills development is crucial to prepare the next generation for the changing times. (Fransisca, Saputri, and Yunus 2023)

With effective collaboration and integration, the implementation of digital technology in elementary schools can have a significant positive impact on education and the wider community. This is in addition to learning in the digital era. Planning plays a crucial role in improving the quality of teachers' teaching when delivering material to students. Teacher-developed plans can foster student creativity and increase their active learning. Once a lesson plan has been developed, teachers are ready to implement it through lesson plans (RPP), allowing them to assess and measure the success of their teaching. (Putrianingsih, Muchasan, and Syarif 2021)

The quality of teaching will be optimal if supported by adequate learning facilities. Facilities such as comfortable classrooms, ergonomic desks and chairs, and teaching aids appropriate to the subject matter help students learn with greater focus and comfort. When students feel comfortable in class and have access to good facilities, they find it easier to understand the material presented. (Adolph 2016)

Interview results from a teacher at MI Nurul Huda. A deep mastery of science and the ability to use learning support tools are essential competencies for a teacher at MI Nurul Huda. With comprehensive mastery of the material, teachers can deliver content accurately and relevantly. However, support tools, while simple to use, can help visualize abstract concepts and increase student engagement in the learning process.

Limited access to learning support tools, such as protractors and textbooks, often leads to teacher incompetence. This can hinder students' academic performance and prevent them from understanding the material. However, teachers' creativity in creating simple learning materials, such as photos of trees and the sun, to explain the process of photosynthesis, demonstrates their efforts to mitigate these impacts and stimulate students' thinking.

When supporting learning media is available and utilized, the quality of learning at MI Nurul Huda can be seen. Direct evaluation processes, such as creating questions and conducting Q&A sessions, allow for measurement of learning success. The teacher's role as a motivator and facilitator is crucial in improving the quality of classroom learning.

Pedagogical knowledge is crucial to the teaching process. It is used in daily teaching practices to ensure students easily grasp ideas and retain them quickly. To improve your pedagogical knowledge, you should attend courses or workshops. The purpose of this study is to increase knowledge of the most appropriate and suitable pedagogical approaches to be implemented in learning at MI Nurul Huda.

Several key strategies are used to apply my pedagogical knowledge in my daily teaching practice. First, I always strive to create student-centered learning, taking into account students' learning styles and initial levels of understanding. This is

achieved by breaking material into digestible chunks, using analogies from students' lives, and providing them with real-life examples. These strategies are tailored to the material being taught. For example, I use visualizations or case studies to help students understand abstract concepts.

While teaching experience provides valuable insights, pedagogical training and workshops are crucial for my personal development. Gaining regularly updated theoretical knowledge will help me implement more innovative and efficient learning strategies. Knowledge of contemporary pedagogical methods such as differentiated learning or project-based learning will enable me to better meet the diverse needs of my students.

To improve student learning and participation in the classroom, educators and curriculum developers are constantly seeking innovative and effective methods. One approach that is becoming increasingly popular is the application of gamification in learning. Gamification itself is the application of game elements and mechanisms to situations outside of games, such as in the educational world. By utilizing game elements such as challenges, rewards, competition, and the satisfaction of achievement, gamification can encourage student motivation and engagement in the learning process. The use of gamification methods is based on the characteristic of elementary school students, namely their love of play. (Pahlawan and Tambusai 2023)

Learning style is a unique way that each individual has in processing, receiving, remembering, and using information, and each person can have different ways. This learning preference is usually influenced by factors such as personality, experience, and the learning environment. Learning styles themselves consist of several types, for example visual, auditory, and kinesthetic, where each offers a different approach to understanding information. For example, students with a visual learning style find it easier to understand material through pictures or diagrams, while kinesthetic students prefer to learn through physical activities and direct practice.

The results of the study indicate that there is an influence between the teacher's ability to carry out the learning process in the classroom and learning facilities on students' desire to learn. If supported by teacher abilities and adequate learning facilities, student learning motivation will increase. A talented teacher will encourage students to learn, while learning facilities are one of the important factors in the learning process. Achieving learning objectives helps increase student motivation. Students who have adequate learning facilities will be more enthusiastic about learning than students who have inadequate learning facilities. Students with high motivation will be more enthusiastic about learning (Werdayanti and Belakang 2008) . And also shows that pedagogical competence has a strong correlation with teacher performance. The study found a relationship between pedagogical competence and teaching performance of 46.7%, which means that teachers with higher pedagogical competence have better teaching performance. (Akbar 2021)

The quality of learning is at the heart of educational success, measured not only by students' academic outcomes but also by their engagement, motivation, and holistic skill development. Learning methods play a fundamental role in shaping classroom dynamics and facilitating the achievement of educational goals (Saskia et al. 2024) . In this modern era, challenges and opportunities in education demand adaptation and innovation in teaching approaches. Observations of various recent studies indicate that the concept of "learning quality" has evolved into a multidimensional outcome. This quality is no longer solely measured by academic scores but also encompasses motivation, engagement, critical thinking skills, collaboration, and comprehensive understanding. For example, one study suggests that effective learning focuses not only on student outcomes but also on processes that foster understanding, intelligence, perseverance, quality, and positive behavioral changes.

Other research also links learning effectiveness to improving the quality of human resources capable of facing global challenges. This broadening of the definition of learning quality indicates a shift in the contemporary educational paradigm, which emphasizes holistic student development . This provides a strong

foundation for discussing how teaching competence, through the selection and implementation of appropriate methods, can be implicitly reflected in the achievement of this broader learning quality. This literature review aims to present a comprehensive synthesis of recent research (within the last four years at most) focusing on various learning methods and their impact on learning quality. The analysis will include identifying trends, effectiveness, and supporting and inhibiting factors in their implementation. This literature search exclusively highlights journals published between 2021 and 2025, ensuring the relevance and timeliness of the findings. The primary focus is on "Learning Methods" and "Learning Quality," carefully avoiding the use of "Teaching Competence" as the primary keyword. Nevertheless, the discussion remains relevant to the context of implicitly analyzing teaching competence through the impact of methods on quality.

Learning methods refer to the systematic ways teachers deliver subject matter to students in order to achieve learning objectives. This encompasses a variety of approaches, strategies, techniques, and tactics applied in the teaching and learning process. Classifications of learning methods can vary widely, ranging from teacher-centered (e.g., lectures) to student-centered (e.g., discussions, projects, case studies). Recent literature consistently highlights a shift toward student-centered, active, and innovative methods. This is evident in the emphasis on innovative learning strategies, active learning, cooperative learning, constructivism, project-based learning, and case study methods. This collective emphasis indicates that modern educational research prioritizes methods that empower students as active participants in their learning, rather than simply passive recipients of information. This fundamentally redefines what constitutes a "good" or quality learning method (Budyastuti and Fauziati 2021) .

Various innovations in learning methods have shown a significant impact on improving the quality of learning. These innovations tend to shift the focus from teacher-centered teaching to student-centered learning, encouraging active participation and facilitating knowledge construction. Innovative learning strategies encourage students to internalize material through a variety of engaging and

interactive methods and media, directly impacting their learning outcomes. Research shows that innovative methods such as flipped learning, blended learning, and e-learning can contribute to improving the quality of education by enhancing student motivation and learning outcomes. Empirical studies also indicate that the use of innovative learning methods, combined with engaging and interactive materials, can increase student motivation in a traditional classroom environment. (Ibrahim, 2023) . The adoption of these innovative methods, often supported by technology, reflects education's adaptive response to the digital age and changing student demographics. This is not just about using new tools, but also about fundamentally rethinking the learning process to improve engagement and learning outcomes. This demonstrates that adaptability and technology integration are key components of effective teaching.

The Jigsaw cooperative learning model significantly improves students' focus, concentration, learning interest, and academic achievement, as well as strengthening their self-confidence. This model encourages active engagement through individual responsibility and interaction between students, thereby reducing boredom and fostering concentration. The success of cooperative learning models like Jigsaw underscores the importance of social interaction and peer learning in improving cognitive and affective outcomes. This demonstrates that a quality learning environment is not only about teacher-student interactions, but also about rich student-student collaboration. These benefits stem from a collaborative structure in which students rely on each other and actively teach and learn from their peers. Therefore, methods that facilitate positive peer interactions and shared responsibility are crucial to creating a supportive and effective learning environment, thus contributing to the overall quality of learning. (Nuranis, 2024) .

The constructivist approach is a crucial pillar in innovative learning methods, based on the idea that individual knowledge is actively formed through mental activity and learning experiences. In practice, the application of this theory, particularly in online learning, has demonstrated a highly interactive process between teachers and students. Students are no longer passive recipients of

information, but rather actively construct their own understanding through various activities such as asking questions, completing assignments, and receiving constructive feedback from teachers. This paradigm shift, where the focus of learning shifts from teacher to student, is a fundamental characteristic of the constructivist approach. The use of media and the 5M learning model in constructivism makes students more active and teachers more innovative as facilitators, ultimately achieving optimal educational goals. Students' ability to independently construct their own knowledge is a hallmark of high-quality learning, as it fosters intellectual independence and critical engagement with the material. Thus, this method implicitly demonstrates teaching capabilities that support the development of lifelong learners (Worang, 2018) .

The Culturally Responsive Teaching (CRT) approach creates contextual, inclusive, and meaningful learning by integrating students' cultural backgrounds into learning activities. This approach has been shown to increase student engagement, foster appreciation for cultural diversity, strengthen students' cultural identity, and enhance intercultural awareness. The success of CRT in increasing engagement and fostering cultural appreciation demonstrates that "quality learning" also encompasses relevance and inclusivity. By validating students' cultural backgrounds, CRT creates a more psychologically safe and motivating learning environment, demonstrating that pedagogical effectiveness extends beyond purely academic content to socio-emotional and cultural dimensions. This broadens the scope of effective teaching, demonstrating that cultural sensitivity is a crucial component of pedagogical competence in diverse classrooms. (Rahma Yuni, Rambe, 2024) .

The convergence of these innovative methods toward student-centered learning is a clear pattern in recent literature. Regardless of their specific names, effective learning methods share the same basic principles: student-centeredness, encouraging active participation, and facilitating independent or collaborative knowledge construction. This suggests that a relevant teaching competency in this era is the teacher's ability to transform from a transmitter of information to a facilitator, guide,

and designer of learning experiences that enable students to become active agents in their learning. Furthermore, the effectiveness of learning methods is not universal; it depends heavily on their suitability to the learning context, student characteristics, and the relevance of the material to students' real-life or cultural contexts. This suggests that competent teachers not only master a variety of methods but also possess the diagnostic skills to select and adapt methods that best suit the specific needs of students and their learning environments, including cultural and social aspects. (Santika, Eliawati, and Sopiah 2025)

D. Closing

Based on the findings of the research and literature analysis, it can be concluded that teacher competence, innovation in teaching methods, and the use of technology and interactive media have a significant impact on the quality of learning at the elementary school level. Teachers who have the ability to select and apply appropriate methods, utilize creative media, and understand students' needs and learning styles have been shown to substantially improve student motivation, engagement, and learning outcomes. Therefore, improving the quality of education requires continuous investment in teacher competency development, the provision of adequate learning facilities, and the strategic integration of technology into the learning process. However, this study is limited in its scope, which prioritizes a qualitative approach and case studies, resulting in limited generalizability of the results. Therefore, for future research, it is recommended to conduct quantitative studies with larger and more diverse samples, and conduct a more in-depth exploration of the impact of innovative learning methods in various school contexts. Furthermore, it is important to strengthen collaboration between schools, parents, and communities in an effort to create a supportive and inclusive learning environment for the optimal development of students' potential.

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