

DEVELOPING PROFESSIONAL TEACHER TO IMPROVE MADRASAH STUDENT CHARACTER

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ABSTRACT

This study was aimed at investigating the research and development (R&D) model applied to *Akidab Akhlak* subject teachers in strengthening their students' character in madrasah in South Jakarta. This research applied the ADDIE version of the model, which comprises analysis, design, development, implementation and evaluation. The research subjects were selected purposefully, involving 30 teachers. The results of the study show the training model for the teachers was carried out with emphasis on empowering their professionalism. The development program was implemented through training and mentoring based on the modules. The results of the module-based teacher professional development can build the students' character. The syntax for the training program started from preliminary studies, model descriptions compilation, model development and professional teacher outcomes (compiling lesson plan, carrying out learning activities, conducting classroom action research). The implementation of the module-based teacher professional development had a significant impact on increasing the teachers' pedagogic competence. They demonstrated a vision that emphasized the importance of teaching the subject to their students. Teaching and learning activities based on the teachers' professionalism can build students' positive character in madrasah in South Jakarta.

Keywords: *Akidab Akhlak*, Character Education, Teacher Development, Teacher Professionalism

ABSTRAK

Penelitian ini mendeskripsikan model pengembangan tenaga pendidik *Akidab-Akhlak* dalam penguatan karakter melalui penggunaan modul bagi peserta didik madrasah di Jakarta Selatan. Penelitian ini didesain dengan penelitian berbasis pengembangan R&D ADDIE, analisis, desain, pengembangan, implementasi, dan evaluasi. Subjek penelitian dipilih secara purposive, berjumlah 30 orang. Hasil penelitian menunjukkan, pengembangan tenaga pendidik melalui pelatihan penggunaan modul diorientasikan bagi pengembangan tenaga pendidik dalam peningkatan profesionalisme. Pengembangan tersebut dilaksanakan melalui pelatihan dan pendampingan yang diorientasikan pada pendampingan berbasis pada modul pelatihan. Hasil pelatihan tenaga pendidik *Akidab-Akhlak* berbasis modul tersebut dapat membangun karakter peserta didik. Pelatihan dimulai dari studi pendahuluan, menyusun deskripsi model, pengembangan model, dan outcome pendidik profesional (menyusun perangkat pembelajaran, melaksanakan kegiatan pembelajaran, melakukan penelitian tindakan kelas). Pengembangan tenaga pendidik *Akidab-Akhlak* dengan menggunakan modul berdampak signifikan bagi peningkatan kompetensi pedagogik tenaga pendidik. Tenaga pendidik memiliki visi mengajar yang menekankan arti penting belajar *Akidab-Akhlak* kepada peserta didik. Pembelajaran yang mengacu pada profesionalisme tenaga pendidik tersebut dapat membangun karakter positif di kalangan civitas madrasah di Jakarta Selatan.

Kata Kunci: *Akidab-Akhlak*, Pengembangan Tenaga Pendidik, Pendidikan Karakter, Tenaga Pendidik Profesional

INTRODUCTION

In the last 15 years, the nation has witnessed and experienced multidimensional crises ranging from monetary, confidence, leadership, humanitarian, social to moral (Alim, 2006; Muhaimin, 2005). Some experts analyze these multi-dimensional crises occur because of many factors and one is due to the failure of education, including religious education. PAI (Pendidikan Agama

Islam/Islamic religious education) along with other religious education has not achieved their goals to support country development (Alim, 2006; Muhaimin, 2006). It seems unfair, according to Arbain & Tamam (2017) and Solehuddin (2006), if people are simplistically “scapegoating” religion as the source of the multidimensional crises because there are other contributing factors.

Education has played a role to build the country. It is in a position to prepare future citizens and educate noble characters (Yuliana, 2019; William & Stewart, 2014; Supriyanto, 2020). To achieve this, religious education like PAI and other subjects should go hand in hand to develop students’ character. This is to say that students’ character development is not only the responsibility of PAI teachers (Saepudin, 2014; Riadi, 2016; Nurhayati & Muda, 2017). According to Lichona (1997) “School can never be free of values. Transmitting values to students should be tailored and exposed as both a part of the formal curriculum and the hidden curriculum”.

Undoubtedly, education has always been associated with a curriculum featuring content and materials given to students. Schools should collaborate with the family and society to implement the curricula and teach students values and build their character. They are responsible for building students’ character to cope with the issue of moral decadence. Students are faced with several challenges in city life (Akhwan, 2014; Anshori, 2017).

Globally speaking, the problem of moral decadence has been shared throughout countries. In any part of the world, various lifestyles that are contrary to ethics and religious values can be seen. In this context, moral education is important to deliver to students. This effort has been adopted by majority Muslim population countries. There is an increasing trend for adopting moral education in various countries, such as in Germany, England and France. In those countries, Islamic studies are included in their school curricula (Muhaimin, 2005).

Religious education is at the frontline to build students’ character. Some experts say religious education has focused mainly on students’ cognitive aspects for awareness of values (religion), and ignored the development of their affective and conative-volitive aspects. Practically speaking, this model of religious education has been applied in schools and is oriented to learning about religion (having religion). Unfortunately, students have not been educated to learn the right way of religion (being religious) (Hidayat, 1999). Furthermore, this model of religious learning creates a gap between knowledge and practice, between gnosis and praxis in the life of religious values (Mastuhu, 1999; Zapeda, 2008; Tehseen & Hadi, 2015).

Improving religious education requires better circumstances for religious learning in madrasah. On the part of the teachers, they should be trained to develop their competencies and professionalism. Teacher professional development (TPD) is an effort to develop teachers’ competence and performance to deal with teaching and learning. TPD is intended to stimulate, maintain and improve teachers’ quality in solving institutional problems (Zhao, 2009; Yousef, 2000; Yasin, 2012; Kennedy, 2005; Levine, 2010). Danim, (2012), to maintain and improve the quality of teachers in order to achieve educational goals (Dekawati, 2011; Ryan & Bohlin, 1999; Kurniawan et al., 2011). Several studies show that TPD can strengthen education, especially character education in schools (Anwar, 2014; Mustaqim 2015; Susanti, 2013; Karim, 2018; Karman, 2011). Teachers have three functions to accomplish. First, instruction that deals with the activities to carry out teaching. Second, education that addresses their role to educate students to achieve educational goals. Third, management that implies their skills to lead and manage the educational process (Muhaimin & Mujib, 1993).

Educational experts have proposed some models for TPD training. Mulyasa (2007), for example, describes two models of TPD: on-the-job and in-service. Several studies show that TPD through on-the-job training has a significant effect on improving students’ character in madrasah (Zarkasyi & Al Kusaeri, 2018; Prastowo, 2018; Supa’at, 2014; Walker et al. 2013).

This training model is implemented through the 4-ON concept: VisiON, ActiON, PassiON, and CollaboratiON. In addition, psycho-test activities can be conducted for the teachers joining the model. It can be used to assess participants' personality, intelligence, talents and interests to inform their strengths and weaknesses. This type of training model can improve teachers' professionalism (Yusuf & Mukhadis, 2018).

Character education has been investigated by the researchers. Miftachul Chusnah (2013) examined students' improvement for character education through extracurricular activities (counselling guidance). The results showed that character education, which was carried out through counselling guidance, was effective in improving students' character in Madrasah Tsanawiyah. However, previous studies have not discussed TPD to improve teachers' professionalism to educate students' character. The present study tries to fill this gap. This research investigated TPD to improve students' character in madrasah in South Jakarta.

METHOD

The present study applied a research and development (R&D) model. Ellis as quoted by Rosyada (2020) explains the important steps in R&D include: (1) constructing a conceptual framework, (2) developing a system building or architecture, (3) analyzing and developing the system, (4) building a model prototype, and (5) evaluating the prototype. Furthermore, there is also an ADDIE model for R&D. This model addresses the systematic learning design models that was developed by Romiszowki & Cahyadi (1996). The ADDIE model was developed systematically to be compatible and based on the theoretical foundation of learning design. The present study adopted this model. Its steps in this study are provided in Figure 1.

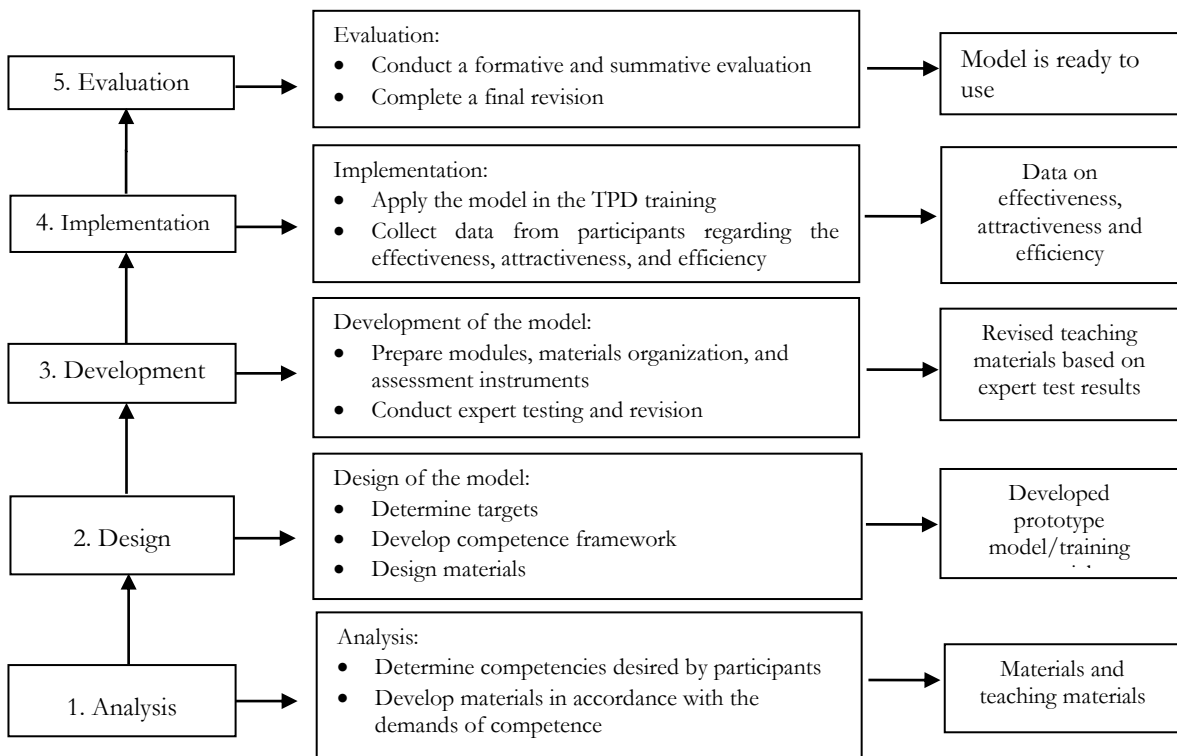


Figure 1. Steps of the ADDIE Model R&D

RESULTS AND DISCUSSION

This paper describes two important things related to the professionalism development of *Akidah Akhlak* teachers and their capacity to build madrasah students' character. First, it relates to module-based teacher professionalism development (MBTPD) training. Second, it relates to the activities of mentoring *Akidah-Akhlak* teachers during the training of MBTPD.

MBTPD Training for *Akidah Akhlak* Teachers

The training started from a preliminary study, which became a reference for the development of *Akidah-Akhlak* teachers through module-based training. It was carried out by conducting a study of documentation and interviews related to the profile of *Akidah Akhlak* teachers at Madrasah Tsanawiyah in South Jakarta. Documentation studies are carried out with the aim of investigating teachers' track records as well as their activities and achievements. Interviews were conducted to obtain information directly from data sources, especially from teachers and the Head of Education at the Ministry of Religion, South Jakarta.

This study found few competent teachers and they are worthy of becoming professional teachers. *Akidah Akhlak* teachers in this context have self-potential, potential expertise and skills that can be developed into something that has added value. Their potential should be maximized for their professionalism development. The training that has been held is not based on the participants' needs and interests. In addition, it is not followed by sustainable activities, and assistance from related agencies or other related institutions.

Considering the result from the preliminary study, the researchers designed a prototype MBTPD and compiled the model. The MBTPD model prototype consisted of: (1) the component of the model's flow of thought including the basic elements of theory, problem identification, activity planning, activity implementation, and implementation evaluation, and (2) a model content component that consists of training guidelines with five modules. The modules or training materials were accompanied by instructions for use and supporting reading materials.

The MBTPD has been organized and designed into several parts. The systematic presentation of the training model is used as a guide for the implementation of the MBTPD. It contains three main parts plus a conclusion: (1) Chapter I, introduction, (2) Chapter II, basic concepts of training, (3) Chapter III, outline of training implementation and rules training, and (4) Chapter IV, closing and bibliography. The introductory section describes: (a) background, (b) training objectives, (c) expected results, (d) training participants, (e) facilitators, (f) participant competencies, (g) scope of activities, and (h) time and place of training. In the second part the basic concepts of training include: (a) training definition, (b) mentoring principles, (c) training materials and approaches, (d) training materials, methods and techniques, and (e) training implementation steps. In the third part, problem identification, activity planning, evaluation of the implementation of needs, potential and problem studies (awareness) of alternative activities, action plans for activity stages (empowerment process) implementing the planned (improved) program, study of the final results of the activity cycle activities, which include: (a) outlines of training implementation, and (b) training procedures. The fourth part provides a conclusion and bibliography.

The MBTPD comprises four modules. Module 1 – Professionalism – contains material about the teachers' professionalism and how to obtain it. Module 2 – Material Deepening – contains materials ranging from morals to God, morality to humans, and morals to nature (environment). Module 3 – Pedagogic – contains tools for the learning activities, starting from understanding the characteristics of students to developing learning materials, learning models, student worksheets, learning media, learning tools, and evaluation of learning. Module 4 – Classroom Action Research – contains the material to enable participants to conduct action research to perform better in their teaching activities.

MBTPD Model Development

MBTPD model activities consisted of: (1) training materials preparation, (2) training material organization, (3) assessment instruments preparation, (4) individual trials or expert tests, and (5) model revision. Training material preparation and organization related to the competencies to be achieved are based on the training objectives. They are divided into several modules. Expert or practitioner provided data were tested. They validate the MBTPD model in the form of training models for TPD.

The integrated training model included training material modules, participant activity sheets and training results evaluation tools. Validation of the MBTPD model included: (1) validation of model assessment sheets, (2) validation of model implementation observation sheets, (3) validation of training management observation sheets, (4) validation of training participant response questionnaires, and (5) validation of group activity observation sheets. Furthermore, to measure madrasah teachers' professional development, this study conducted pre-test and post-test. Other evaluations were conducted for preparation of lesson plans, implementation of learning, deepening of material and classroom action research (CAR).

MBTPD model evaluation validation data from three expert validators showed an average of 3.43, which means high. The reliability value showed $0.95 \geq 0.75$ and the percentage value was 91.67%. The assessment is said to be reliable if the reliability value is 0.75. The level of model validity of several indicators is in high criteria and very valid.

Data validation for MBTPD model implementation observation sheet from three expert validators showed an average value of 3.59, meaning very high. The reliability value of $0.91 \geq 0.75$ is categorized as reliable. The percentage value is 89.81%. The level of validity of the questionnaire instrument for participant assessment of the implementation of the MBTPD model training shows it is very valid.

The data from the validation instrument for observing the training participants' activities from three expert validators showed an average value of 3.33, which means high. The reliability value is $0.88 \geq 0.75$ and it is categorized as reliable. The percentage value is 83.33%. The level of validity of the MBTPD training participant activity observation instrument shows the criteria are quite valid.

The data from the instrument validation results from participants' responses to the application of the model from three expert validation people showed an average value of 3.59, which means very high. The reliability value is $0.91 \geq 0.75$ and is categorized as reliable. The percentage value is 89.81%. The level of validity of the participant assessment questionnaire instrument on the implementation of the MBTPD model training shows very valid criteria.

The data from the validation instrument for observing the activities of training participants from three expert validators showed an average value of 3.33, which means high. The reliability value is $0.88 \geq 0.75$ and is categorized as reliable. The percentage value is 83.33%. The level of validity of the MBTPD training participant activity observation instrument shows the criteria are quite valid.

The practicality of the MBTPD model based on the facilitator's response shows an average of 3.84, which means very high, meaning the clarity of each module is acceptable, feasible and attractive for facilitators and the average facilitator response is 96%. It indicates a very good level. Data on participant responses to the implementation of the MBTPD model on the empowerment module/material shows an average value of 3.34 or 83.61%. The response rate to the practicality of the empowerment material/module is high and good. Data on the implementation of the MBTPD model in the module/material for empowering the ability to write CAR shows an average score of 3.43 or 85.90%. The response rate of the training participants to the implementation of the model for the material/module in the category of practicality was high and very good. Data on the overall response of participants

to the implementation of the MBTPD training model showed an average value of 3.59 or 89.70%. The level of practicality of the training module shows very high and very good.

The data from the observation on the implementation of the MBTPD model showed that 90.77% of the facilitators carried out the systematic aspects of the training learning process. The ability of the facilitator in managing the MBTPD model training learning is in the very good category. Meanwhile, the results of the analysis of observational data from all observers showed an average of 3.55 or 88.75%. The level of active participation of participants in training activities is in the very high category. The data relates to the attractiveness of the model based on testing on expert subjects with an average value of 3.50, which means very high, with a percentage value of 87.50%, very interesting.

TPD Mentoring for Teachers

Assessment Results for Lesson Plan Preparation

Other data relates to the test results for the development of *Akidah Akhlak* teachers, including the assessment of the preparation of the lesson plan. The lesson plan is a detailed plan of a certain subject matter or theme, which includes: school data, subjects, and classes/semesters; subject matter; time allocation; learning objectives, basic competencies, and indicators of competency achievement; learning materials; learning methods; media, learning tools and resources; the steps of learning activities; and assessments. The calculation results are in Table 1.

Table 1. The Difference of Teachers' Ability to make Lesson Plans

		Paired Samples Statistics			
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	First Lesson Plan	47.4000	30	1.73404	.31659
	Second Lesson Plan	57.0333	30	.76489	.13965

Based on Table 1, the average score of the teachers' ability to prepare lesson plans for trainees before training was 47.75 with a standard deviation of 1.94. Meanwhile, the average score of their ability to prepare lesson plans for trainees after training was 57.05 with a standard deviation of 0.75. These two values indicate an increase in their ability to prepare lesson plans before and after the training. Furthermore, hypothesis testing is carried out; the results can be seen in Table 2.

Table 2. Hypothesis Testing in Making Lesson Plans

		Paired Samples Test							
		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	First Lesson Plan-Second Lesson Plan	-9.63333	1.65015	.30127	-10.24951	-9.01716	-31.975	29	.000

Based on Table 2, the difference in the average ability of the participants in preparing lesson plans before and after the training can be seen as 9.30 with a standard deviation of 1.75. The t_{count} value obtained is 23.764 and the significance value is 0.000. The significance value obtained is less than (\leq) 0.05 and t count is more than ($>$) from t_{table} of 1.73. This value indicates that H_0 (hypothesis zero) is rejected and H_a (hypothesis actual) is accepted. It can be concluded participants' increase (improvement) in ability to prepare lesson plans after the training is very significant.

Assessment Results for the Teachers' Ability to Implement Lesson Plan

The MBTPD training model developed the participants' ability to implement lesson plans in their teaching and learning activities in the classroom. These real teaching activities were carried out by the participants. This activity functioned to determine the level of effectiveness of the MBTPD training model to improve the teachers' ability to implement lesson plans and manage their teaching activities. Furthermore, their performance in implementing lesson plans in the classroom (real teaching) was assessed and compared. Learning implementation activities include: personality appearance and learning activities (preliminary activities, core activities and closing activities). The format for the assessment of the ability to implement lesson plan. The assessment adopted the reference format for the teaching practice assessment. The calculation results are in Table 3.

Table 3. The Difference in Teachers' Ability to Implement Lesson Plans

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	First Teaching Practice	62.4000	30	2.02740	.37015
	Second Teaching Practice	82.8333	30	2.33538	.42638

Based on Table 3, the average score of participants' ability to implement lesson plans in the classroom before the training was 62.65 with a standard deviation of 2.15. After the training, their average score was 83.15 with a standard deviation of 2.41. These two values indicate an increase in their ability to implement lesson plans after they took MBTPD training model. Furthermore, hypothesis testing was carried out and the results are in Table 4.

Table 4. Hypothesis Testing in Implementing Lesson Plans

Paired Samples Test									
		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	First Teaching practice – Second Teaching Practice	-20.43333	1.38174	.25227	-20.94928	-19.91738	-80.998	29	.000

Based on Table 4, the average difference in participants' ability to implement lesson plans in the classroom before and after the training is 20.50 with a standard deviation of 1.32. The t_{count} value obtained is 69.565 and the significance value is 0.000. The significance value obtained is less than ($<$) 0.05 and t_{count} is more than ($>$) t_{table} of 1.73. Given this result, H_0 is rejected and H_a is accepted. It can be concluded there was a significant increase in the participants' ability to implement lesson plans in the classroom after the training. This data shows their ability to implement lesson plans in their second teaching practice was better than their first teaching practice.

Assessment Result for Teachers' Ability to Deepen Akidah Akhlak Materials

The program of deepening *Akidah Akhlak* materials is a continuation of the previous program concerning lesson plan preparation. The lesson plan was actualized by the teachers in their teaching implementation. The program allowed the teachers to deepen the *Akidah Akhlak* materials. The materials have been determined, arranged, and organized in the

module. The result of the calculation for deepening *Akidah Akhlak* materials by the participants is shown in Table 5.

Table 5. Results of Teachers' Performance in *Akidah Akhlak* Materials Deepening

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	First Material Deepening	69.0000	30	7.47409	1.36458
	Second Material Deepening	81.3333	30	4.22091	.7763

Based on Table 5, the average score of participants' ability to write *Akidah Akhlak* learning materials before the training was 69.00 with a standard deviation of 7.47. After the training, their average score for the ability to write *Akidah Akhlak* learning materials after training was 81.33 with a standard deviation of 4.22. Both these values indicate an increase in their ability to write learning materials after the training. Furthermore, hypothesis testing is carried out and the results are in Table 6.

Table 6. Score for Participants' Ability

Paired Samples Test									
		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	First Material Deepening Second Material Deepening	-12.33333	7.18395	1.31160	-15.01587	-9.65080	-9.403	29	.000

Based on Table 6, the difference in participants' average ability to write learning material before and after training is 12.33 with a standard deviation of 7.18. The t count value obtained is 9.40 and the significance value is 0.000. The significance value obtained is less than ($<$) 0.05 and t_{count} is more than ($>$) t_{table} of 1.69. Given this result, H_0 is rejected and H_a is accepted. It can be concluded there is a significant increase in participants' ability to write learning materials before and after the training.

Assessment Results for Teachers' Ability to Write CAR Proposals

The teachers participating in this MBTPD training program were trained not only to prepare and implement lesson plans but also to write CAR proposals. In Indonesia, CAR has been increasingly used as an effort to improve the quality of education. This type of research encourages teachers to solve learning problems in schools in a short period of time. The participants' performance in writing CAR proposals is shown in Table 7.

Table 7. The Difference in Teachers' Ability to Write CAR Proposals

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	First CAR Proposal	49.2667	30	4.60834	.84136
	Second CAR Proposal	67.5000	30	4.10004	.74856

Based on Table 7, the average score of teachers' ability to write CAR proposals before the training was 49.26 with a standard deviation of 4.60. After the MBTPD training, their

average score to write CAR proposals was 67.50 with a standard deviation of 4.10. These two values indicate an increase in their ability to write CAR proposal after the training. Furthermore, hypothesis testing was carried out and the results are in Table 8.

Table 8. Hypothesis Testing for Participants' Ability to Write CAR Proposal

		Paired Samples Statistics					
		Bootstrapa					
		95% Confidence Interval					
		Statistic	Bias	Std. Error	Lower	Upper	
Pair 1	First CAR Proposal	Mean	49.2667	-.0383	.8215	47.7333	50.9667
		N	30				
	Second CAR Proposal	Std. Deviation	4.60834	-.25686	1.11910	1.75202	6.20036
		Std. Error Mean	.84136				
	First CAR Proposal	Mean	67.5000	.0018	.7459	66.0000	69.0000
		N	30				
Second CAR Proposal	Std. Deviation	4.10004	-.08861	.45203	3.10728	4.86580	
	Std. Error Mean	.74856					

Table 9. The Results of Hypothesis Testing for Participants' Ability to write CAR Proposal

		Paired Samples Test							
		Paired Differences							
					95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper			
Pair 1	First CAR Proposal Second CAR Proposal	-18.23333	6.33373	1.15637	-20.59839	-15.86828	-15.768	29	.000

Based on Table 9, the difference in the average ability of training participants (*Akhlak Akhlak* teachers) in preparing CAR proposals before and after training can be seen as 18.23 with a standard deviation of 6.33. The t_{count} value obtained is 215.78 and the significance value is 0.000. The significance value obtained is less than ($<$) 0.05 and t_{count} is more than ($>$) from t_{table} of 1.73. This value indicates H_0 is rejected and H_a is accepted, so it can be concluded the increase in participants' ability to compose the CAR after the training is very significant.

After describing the results, the present study will discuss them. The teachers are required to have good competence in managing teaching and learning activities. One of the requirements to become a professional teacher is that they must have competencies like pedagogic competence. Pedagogic competence is in line with the National Education Standards, as described in Article 28 paragraph (3). This competence refers to the ability to manage teaching and learning activities (Mulyasa, 2007; Sobri, 2016; Steward, 2009; Putri & Imaniyati, 2017; Elliot, 2015).

The teachers' pedagogical competence in managing teaching and learning activities needs serious attention from all stakeholders. This competence is pivotal because education depends mainly on the teachers' competence. One of the challenging issues in education is the lack of teachers' pedagogic competence (Avalos, 2011; Bautista & Ortega-Ruiz, 2015). If the teachers have poor pedagogical competence, they will bring many disadvantages for their students. The students are likely to suffer from boredom and won't have their capacity to explore their own world in learning (Mulyasa, 2007; Mufidah, 2018).

Training and mentoring of *Akidab Akhlak* teachers from the point of view of increasing their professionalism is a strategic agenda. Musfah's research (2015) and Kennedy (2005) shows that training for teachers can increase their professionalism. Some participants have completed a master's program and others have completed a bachelor's program. The length of service of educators for the training participants ranged from three to 15 years. This data indicates the training and mentoring of educators is attended by appropriate training participants. Rosyada (2017) emphasized the demands of professional educators need to be supported. Quoting Beidler & Hunt, Rosyada (2020) states teachers must have comprehensive criteria. The abilities include knowledge of the science, how to convey that knowledge, how to teach their students, and how to plan an activity in class. To achieve that, teachers need to be professionally trained.

In relation to the training model implemented, this training and mentoring uses the ADDIE development model, which focuses on three main things as the duties of teachers: needs assessment, training program implementation, and training evaluation. The training is carried out by combining tutorials, interviews, assignments, practices and brainstorming with experts.

The material being trained includes mastery of teacher professionalism, pedagogy and CAR proposal. For the mentoring of the guided material, the training model includes: preparation of a lesson plan, implementation of a lesson plan and preparation of a CAR proposal. Based on the results of the training and mentoring activities, it can be seen there is an increase in the teachers' professionalism. However, training and mentoring programs have advantages and disadvantages

The superiority of the integrative training program in developing the pedagogical competence of *Akidab Akhlak* teachers can be seen in several aspects. First, this training program is based on participants' needs (needs assessment). It started from determining objectives, selecting materials, selecting methods and evaluating. This stage serves as the basis for the entire training effort and the entire training process flows from it. The implementation and evaluation stages depend on this stage. If the determination of training needs is not accurate, the training will deviate (Murniyetti, & Anwar, 2016; Lubis, & Nasution, 2017).

The second aspect is that the training program is carried out in an integrated manner between classroom learning and field practice activities to implement the learning outcomes in the classroom through a process of direct mentoring by the trainers. The program was accompanied by interaction development and communication processes from, by and for individuals or groups. By doing so, their problems related to management of the learning they encountered can be solved and their teaching and learning activities can be improved.

For mentoring activity, the assistance provided by direct trainers in the field is seen as very important to maintain the consistency of their motivation. The trainees are expected to implement their knowledge and skills they gain during classroom training. This method is also effective for identifying problems faced by the teachers in managing learning directly. The situation in classroom training, especially for teaching practice, is very different from real conditions in the field – the situation, condition of the room and students who are real learners. This condition is very supportive for trainers to provide assistance and assessment of the ability of teachers in managing *Akidab Akhlak* learning and become material for trainers to improve the competence of educators according to the problems faced by them.

The results of the training mentoring show a significant level in professionalism development. Proving the extrinsic motivation from the experts and mentors is very important to boost the participants' intrinsic motivation. After receiving training and mentoring, *Akidab Akhlak* teachers can develop a lesson plan, implement the document independently and competently, and carry out learning activities well. In addition, teachers can

carry out learning activities as well as CAR to improve their teaching and learning activities (Dian, & Ramdan, 2018). This confirms that training supported by mentoring can improve the competence of Akidah-Akhlak teachers as well as their character. Characteristics of Akidah-Akhlak teachers have implications for character transformation in the madrasah environment, especially for the students.

A training program can run well if the development of the training program pays attention to systematic stages or steps. There are three stages in the training: needs assessment, training implementation, and evaluation. A training program will only work if it is well-planned and designed by people who understand the needs of teachers and students. The preparation of the program must involve many experts who are competent in their fields. Materials selection, time allocation, budget and training venues are some aspects that must be planned properly and professionally. The involvement of competent experts in their fields is necessary.

CONCLUSION

This research discusses TPD training for teachers using the module. Teachers should be able to formulate learning implementation, plans correctly, develop learning materials in an interesting way, choose and develop learning strategies that are dialogic and fun, and evaluate learning correctly including authentic assessments. The design of MBTPD training uses the module which is oriented to develop *Akidah* and *Akhlak* teachers by emphasizing the aspects of the teachers' competence. The training has improved the teachers' professionalism that can have implications for students so that they have good attitudes and character.

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