Islamic Higher Education Role on Teacher Competence and Students' Learning Difficulties in Islamic School

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Informasi Artikel	Abstract
	Education is an inseparable integration regarding level and resources in higher education. This study aims to analyse the role of Islamic higher education in improving teacher competence and student learning difficulties. This research uses a qualitative method with a literature study approach. Research shows that Islamic higher education's role is to build education, especially human resources, by developing and improving teacher competence to help students with learning difficulties. Islamic higher education is more attention to problem-solving in madrasah through seminars, training, research and educational evaluation. Efforts to increase teacher competence in overcoming learning difficulties through independence and motivation by increasing skills and experience in solving problems in the learning process. The implications of Islamic higher education facilitated teachers to communicate with parents and students, take inventory of learning difficulties, participate in professional activities independently, and carry out gradual and continuous evaluations. Dunia pendidikan merupakan integrasi yang tidak dapat dipisahkan baik dari jenjang maupun sumber dayanya. Perguruan tinggi merupakan

agen pencipta gagasan untuk membantu lembaga pendidikan lainnya. Penelitian ini bertujuan untuk menganalisis peran perguruan tinggi Islam meningkatkan kompetensi guru dan kesulitan belajar siswa. Penelitian imenggunakan metode kualitatif dengan pendekatan studi pustaka. Penelitian menunjukkan bahwa perguruan tinggi diwujudkan dalam tri dharma perguruan tinggi yang bertujuan untuk membangun pendidikan, khususnya sumber daya manusia dengan mengembangkan dan meningkatkan kompetensi guru untuk membantu siswa dengan kesulitan belajar. Pentingnya perguruan tinggi agama Islam memperhatikan permasalahan di madrasah melalui seminar, pelatihan, penelitian dan evaluasi pendidikan. Upaya peningkatan kompetensi guru mengatasi kesulitan belajar melalui kemandirian dan motivasi dengan meningkatkan keterampilan dan pengalamannya memecahkan masalah pada proses pembelajaran. Implikasi penelitian perguruan tingg Islam memfasilitasi guru berkomunikasi dengan orang tua dan siswa, menginventarisasi tingkat kesulitan belajar, mengikuti kegiatan profesional secara mandiri, dan melakukan evaluasi secara bertahap dan berkesinambungan.

I.   INTRODUCTION

Collaboration must face the challenges faced in building the quality of Indonesian human resources, especially in education. The help of Islamic religious higher education institutions (PTKI) is 775 units (Kemenag, 2020). It has excellent potential for improving the quality of madrasa education, especially the competence of madrasa teachers. Leonard places the teacher as a figure who can bring change to students by generating enthusiasm and motivation to learn so that it will be bridgeless in learning. On the other hand, madrasa teacher planning has yet to be believed (Tambrin et al., 2021). The definition of higher education in this study is where teachers are produced from the process within them so that their competence needs to be increased so that they can help teachers with learning problems, especially overcoming students with learning difficulties.

Then (Nehe, 2020) revealed that the level of teacher quality and competence was an obstacle, including needing the feasibility of teaching to a low level of teacher professionalism. Furthermore, (Prawira & Nugraha, 2021) showed that the teacher competency test results were below the score of 70, which indicates the national average standard. The professionalism and competence of madrasa teachers are still below the standards set by law (Susanto et al., 2021). Knowing that teacher competence significantly influences the quality of the learning process (Fransiska, 2016). Then (Nehe, 2020) revealed that quality teachers are necessary for realizing quality Islamic education. In addition, the competence of a good teacher will significantly affect the quality of learning and the quality of education (Sulastri et al., 2020).

In fulfilling the quality of education, where the role of tertiary institutions has a significant role in helping the system and its resources, it is argued that the quality of education is of which is influenced by the competence of the teacher (Panggabean & Himawan, 2016);(Açıkgöz & Babadoğan, 2021). In addition, increasing teacher competence will help students overcome their learning difficulties. Increasing teacher competence and professionalism is important because it is not just a job but an essential educational pillar. Low competence and professionalism tend to have great potential to create losses in the learning process, including students' learning difficulties.

The factor of learning difficulties in students is the inability to connect new knowledge with old knowledge, causing misunderstanding or ambiguity about a lesson, and it is necessary to supervise the teacher (Rizki et al., 2017). Then one of the causes of the low quality of education is due to learning difficulties experienced by most students (Amaliyah et al., 2021). Impressed that internal factors cause the learning difficulties experienced by students, external factors, including the weak competence of teachers, have contributed to causing students' learning difficulties; Cahyono suggests that teachers still need clarification about implementing the curriculum and lack of learning facilities.

One of the problems that students often need help with during teaching and learning activities is learning difficulties. The meaning of learning difficulties

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e-ISSN: 2528-0465 (online) | Volume 8, Issue 1 | Mei 2023
p-ISSN: 2503-5363 (print)

experienced by students is a multidisciplinary concept in that it can participate in all fields, many of which are caused by social, physical, and psychological factors, according to Baharudin (2014). At the same time, the classification of learning difficulties includes lack of attention, memory disorders, visualization disorders, thinking disorders, and reading, writing, and arithmetic activities (Putri & Marpaung, 2018). The student's difficulties need to intervene with competent teachers to help students overcome their learning difficulties better, efficiently, and effectively. Teachers can also increase their knowledge and thoroughness in understanding student diversity (Husein, 2020).

However, in their weakness as a teacher, it is necessary to improve their competence. It requires contributions from universities, one of which is to prepare prospective teachers to face challenges in education or to enhance the competence and capacity of existing teachers. The notion of teacher competence is a set of mastery of abilities that must live within the teacher to realize their performance appropriately and effectively because a teacher is skilled in teaching and includes having a good personality and social behaviour in society (Novauli, 2015).

More than a teacher is needed to get a bachelor's degree and a certificate of competence. For that, (Kadir, 2014) states the importance of developing teacher competence, defined as a continuous effort to advance and improve the quality, expertise, and skills of the perfection of his work. It understands the notion of teacher competence that there are ten essential competencies by a teacher mastering subject matter materials, managing learning programs, managing student classes, using media and student learning resources, mastering basic counselling, introducing and administration of education administration, having an interpretation of the interests of learning activities (Fauzi et al., 2021).

Islamic religious universities have adequate resources and facilities to assist teachers in madrasas in training to improve and develop their competence. For this reason, (Suhaimi, 2016) explains the importance of universities in strengthening teacher competence in the education planning system to produce students with good quality graduates. The role of universities is insufficient in

teacher certification training or education and in providing teachers with recognition of professional staff as professional standards (Susanto et al., 2021). However, the challenges faced by a future teacher are more complex, so universities need to develop and improve teacher competencies to help complete educational development (Ikhwan et al., 2020).

Apart from the quality of higher education itself, the commitment of higher education to the importance and quality of education is substantial. Where in the world of higher education that adheres to the universality of science and technology as well as religious understanding always places the Indonesian education community as a global society that faces the challenge of adapting to change and meeting people's demands (Dukalang, 2018).

Thus, the importance of universities in the Islamic religious environment in responding to educational challenges, including the competence and quality of madrasa teachers, builds the quality of education in Indonesia. Higher education is part of a unified system of national education with its roles and responsibilities for the intelligence of the community and realizing the vision of Indonesia 2013 by directing the Indonesian people as prosperous, advanced, and highly competitive human beings (Wekke & Mujahidah, 2019).

This research is essential to describe the role of Islamic tertiary institutions in increasing teacher competence and overcoming student learning difficulties. The benefits of research to provide a path for higher education institutions to increase their role in improving human resources and learning in madrasas. Higher education generally focuses on implementing the tri-dharma of higher education, including education, research, and community service. Islamic religious universities expect to make new findings in science and technology as well as cultural innovation; for this reason, to support educational goals, the role of Islamic religious universities must be able to improve and develop teacher competencies, especially in overcoming student learning difficulties in madrasas (Ikhwan, 2017).

This paper briefly describes the critical role of Islamic religious universities in improving and developing the competence of madrasa teachers, especially in helping to overcome learning difficulties.

II.   METHOD

The research uses a qualitative method with a literature review approach by reviewing several studies from journals, books, research reports, and other scientific writings. The literature study focused on this research is a form of research in articles that follow the research objectives. According to Arikunto (2012), the literature study is a type of research that has a descriptive nature by elaborating the data obtained in the form of literature, including concepts and thoughts resulting from debates about stigmatisation.

As (Syahrum & Salim, 2012) said, qualitative research produces information in the form of notes or descriptive data in the text to be studied. The literature study by (Xiao & Watson, 2019) explains using books or literature as the main object at the same time; the data analysis technique uses content analysis by collecting and analysing official documents whose validity and validity are official, both existing documents and data sources, as well as policies obtained from others research (Achyar et al., 2020) by narrating and comparing all the data obtained with existing research objectives and theories. The literature used is from between 2012-2022, with the main focus on the role of Islamic tertiary institutions in improving human resources, teacher competence and student learning difficulties in madrasah.

Then to get the validity of the data in this study using four criteria: credibility done by triangulation techniques, dependability by checking the entire research process, transferability by making research reports and confirmability by making research quality (Miles, M. B., Huberman, A. M., & Saldana, 2014);(Ikhwan, 2021).

III. FINDINGS AND DISCUSSION

The Role of Islamic Higher Education in Indonesia

The role of Islamic religious universities is to become higher education institutions by carrying out activities to show their existence in the national education system mandated by law so that it has a responsibility to create educational development in Indonesia (Daulay, 2012). This development includes improving the quality of education as mandated in the national education system law.

The high enthusiasm of some Muslim communities in Indonesia to develop higher education can contribute to lower levels of education, such as primary and secondary education, early childhood education, and informal and non-formal education. It emphasized that Islamic religious universities significantly prepare the Indonesian nation to enter the global era (Sudrajat et al., 2021). Consequently, it has a significant and heavy responsibility to support the preparation of the world of education holistically and can face and solve the existing challenges.

In order to realize the process of social change in a dynamically moving society, it is necessary to strengthen the role and function of higher education as part of the tri dharma of higher education, including research, teaching, and education as community service. Where education universities can carry out their role through educating the community and socio-cultural adaptation. Research is required to conduct scientific studies to obtain new findings in science and technology and innovation for the community by providing services to support the improvement of people's welfare.
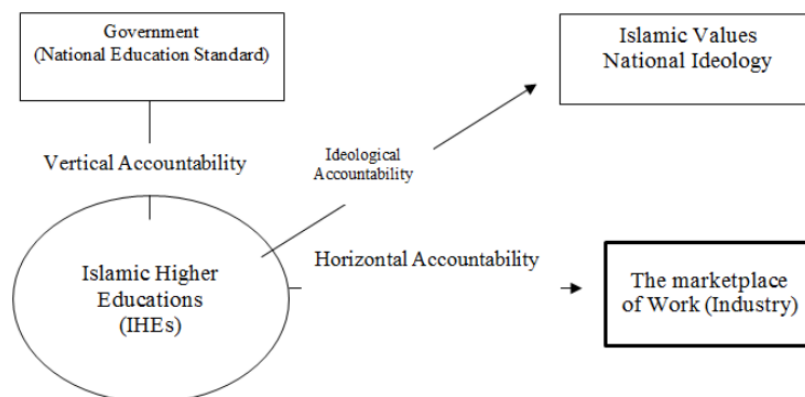

Figure 1. *The Framework of Islamic Higher Institutions in Indonesia* (Esha, 2020)

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e-ISSN: 2528-0465 (online) | Volume 8, Issue 1 | Mei 2023
p-ISSN: 2503-5363 (print)

The figure above explains that Islamic higher education needs to be appropriately managed through the implementation of sound governance. Accountability is the most critical component of effective governance. The commitment to establishing better levels of accountability is the most crucial point up for consideration at this point. Throughout the framework of the government's agenda and program for the development of human resources, Islamic higher education maintains the spirit of fostering accountability throughout its various administrative structures.

As a result, it is crystal evident that in the framework of the management of state Islamic higher education, the five characteristics become highly fundamental in the institution's future development (Ahmad, 2019). The act of being accountable is itself a responsibility. It suggests that the overarching objective of higher education institutions is to take responsibility for the actual implementation of educational programs.

As a component of the National Education System, Islamic higher education is held to the same accountability standards as other colleges (Tamuri, 2015). The National Education System is the overarching framework for the Islamic Higher Education Establishment. Accountability on both a horizontal and a vertical level is required in education.

In contrast, universities carry out community service to provide access to direct benefits and receive feedback about community participation. Overall, (Mulyono & Wekke, 2018) reveal a university's initial and most crucial role in forming a scientific ecosystem that can be applied.

A typical Islamic religious college should focus on building the quality of this nation's Muslim community in the environment of Islamic educational institutions so that substantially its development is oriented to research on the problems faced by the community, especially educational challenges and efforts to solve them. In other ways, (Ruslan, 2016), establishing Islamic educational institutions in Indonesia has become necessary, particularly in cultivating a morally astute and charitable Indonesian population. They contribute, and Islamic education as a force that contributes to the life of the nation and state is a significant factor.

The approach taken by universities is very complex, so it is possible to get several methods of solving theoretical aspects and sustainably applying them. Why is research important for universities? Because an ethical scientific approach can offer concepts and solutions to the problems faced. For this reason, (Tanyid, 2014) explains that ethics and science are inseparable. On the one hand, scientific progress requires. On the other hand, it requires maintaining the ethics of science to be objective and advance the nation's civilization.

The public's view of higher education places high expectations even though it is not elitist and exclusive, but the higher the education, the closer to the condition of the community to help overcome their difficulties and challenges. The world of education is increasingly challenging. It is pricing that it needs to strengthen each other between the roles of institutions and the profession because institutions and professionals producing from the world of higher education are not only sufficient to produce but are consistently able to be present to improve and develop one's professionalism.

For this reason, as assets and investments made by universities in the tri dharma of higher education, it becomes a strategic value, not only when they are students and studying but must be able to play a more active role after graduating students in order to face the challenges of their growing profession (Sudrajat et al., 2021).

The service to the community indicates a sociological and psychological interaction with the community with Islamic values that Islamic universities firmly hold. It is in line with (Mulyono & Wekke, 2018) that it faces future challenges. It is necessary to naturally optimize moderate and balanced Islamic education between personal, social, and social dimensions. It has the consequence that universities must produce essential, valuable, and effective programs as problem solvers for the community.

In the above conception, the author assesses the importance of the role and concern of Islamic religious universities for the problems faced by the world of education, especially teachers, namely:

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      e-ISSN: 2528-0465 (online) | Volume 8, Issue 1 | Mei 2023
      p-ISSN: 2503-5363 (print)

1. Conduct objective research on madrasahs about the dominant and crucial problems faced so that universities can further analyse the findings through models or prototypes that are easy to apply and can help solve gradually, either in the short or long term. What is often done by teachers is classroom action research (CAR), only how effective the results of the CAR are completed and implemented.

2. Conduct education and teaching through workshops, courses, training, and comparative studies to teachers facing problems to build motivation to solve them. As a teacher, it is not enough to feel professional with the degrees and certificates he has achieved but to build professionalism by improving his abilities. In this case, Islamic religious universities must organize actively and participative for teachers to improve their competence.

3. To do community service, which interprets a combination of what universities do through research, education, and teaching of educational subjects so that they can find a formula for finding good cooperation in terms of financing, professional resources, and effective methods to meet the needs of future teachers. It indicates that teachers' realities can be solved practically and applied long-term.

Thus, the role of Islamic religious universities through the tri dharma function of higher education should be able to provide essential roles for the interests of the world of education, especially teachers, by empowering through education and teaching, research, and community service. It signals that higher education's commitment must continue in line with the principles of education until the end of life.

Strategies to Improve Teacher Competence in Overcoming Students' Learning Difficulties

Improving teacher competencies is complex and requires a deep and objective understanding. Proportionality and professionalism are not the only references to competence; there is still a gap between public and private schools, accreditation ratings, human resources and infrastructure, rural and urban areas, and students. The problems teachers face are also complex, but in this case, how

do teachers try to improve and develop their competencies to overcome student learning difficulties?

A capable teacher is a teacher who masters concepts and techniques where it will be easy to develop the potential of students and the quality of their learning. The quality of learning determines by a teacher with competence and professionalism. Then, (Setiyadi, 2012) emphasized that teachers need to develop their competencies to improve the quality of their careers as professionals in improving the quality of learning and education. It indicates that teachers must and inevitably improve their competence and ability to face challenges.

In general, the gap between the challenges faced and the teachers' ability should be a concern for all teachers because teachers must show themselves as a professional figure with the competencies and qualifications obtained. This understanding intends that qualified or qualified teachers require quality educational systems and practices (Rahimah, 2021).
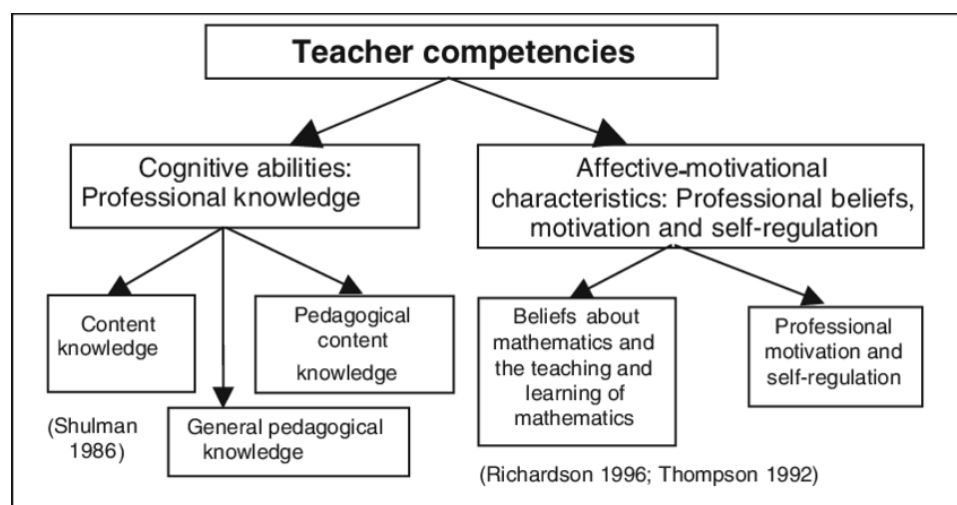

Figure 2. *Conceptual Model of Teachers' Professional Competencies* (Kaiser et al., 2017)

Continuous improvement of teacher competence is continuous professional development with teacher professional development activities, specifically teacher competency development, which is carried out according to needs, in stages, continuously which is carried out through self-development activities, scientific publications, and innovative works. Continuous improvement of teacher

competence is continuous professional development with teacher professional development activities.

The image to the right illustrates how a teacher's level of competence might describe their level of professionalism in terms of their knowledge, affective state, and level of motivation in the performance of tasks and the learning process. Distinct theoretical approaches to conceptualising and evaluating teachers' professional competencies, namely cognitive vs situated approaches, have been taken in recent research on teachers' professional competencies within the previous decade. This research has been characterised by distinct theoretical methods for conceptualising and assessing teachers' professional competencies (Tai et al., 2022).

Complete understanding of the structure and development of the professional competencies of mathematics instructors, the intricate interaction between the various facets of teachers' capabilities and the great importance of teaching practice for developing these competencies. The findings demonstrate, on the one hand, that a thorough definition of teachers' professional competencies requires consideration of both the cognitive and contextual perspectives (Susanto et al., 2021). On the other hand, it has been demonstrated that the two methods can be productively combined.

In overcoming learning difficulties in students, a teacher must learn to improve his abilities through training activities or form an effective learning model for students with learning difficulties. It explains that the development of learning techniques will never happen if the teacher does not have good pedagogic, personality, professional, and social competencies. However, a teacher can find effective learning techniques for students who experience problems in the learning process (Widodo & Widayanti, 2014).

The increasing number of groups of teachers are formed based on needs such as subject areas, knowledge obtained, independent study groups, Etc. That shows the magnitude of teacher motivation in improving their competence independently, but universities need to be concerned so that this can realize by facilitating the interests of teachers without looking at the status of public or

private madrasas. It is stated by (Rohman, 2020) that the better the teacher's competence, the higher the performance, so it has implications for increasing the professional development of teachers on a regular and continuous basis, either independently or in other institutional facilities.

In developing teacher competence, every activity that supports professionalism in the form of seminars must be careful so that the challenges faced by teachers can be answered and provide interest in students to improve the quality of their learning (Hoesny & Darmayanti, 2021). The ability of teachers as professionals and educators who get it through professional teacher education (PPG) is limited in terms of both learning techniques. However, it is not necessarily finding an effective formula for students with learning difficulties.

However, the PPG program is only a formal first step by the government. However, it needs to be carried out by Islamic religious colleges other than PPG to solve teacher problems casuistically (Zulfitri et al., 2019). In another statement about teacher competence in the classroom, Zainuddin (2019) said school institutions to increase the quality of schools that enhance the quality of education replied by striving to encourage creativity in every classroom instructor.

Student learning difficulties are a phenomenon that often occurs in every madrasa and becomes a challenge for teachers' and stakeholders' responsibilities. However, teachers are unlike "angels" who can quickly solve students' problems. For this reason, the authors argue that to overcome student learning difficulties, teachers should improve their competence and experience, including:

1. Conduct an inventory of the level of difficulty and its factors through early detection of learning difficulties obtained from each subject teacher and guidance and counseling teacher, as well as the importance of conducting classroom action research in order to analyze and find effective ways to help students get out of their difficulties.

2. Approaching and communicating to students and parents, the two-way role of school and home is essential because the influence of both will shape student learning patterns and behavior so that the openness that occurs will facilitate the identification of the source of problems for students. It can be realized in

the response and feedback together. Attention is essential for students in creating learning concentration and overcoming learning difficulties.

3. Carry out professional activities independently as a teacher given by the institution and the community the motivation to increase competence and rely on activities organized by the government. Educational institutions, courses, etc., carry out many alternatives and independent activities. It will benefit the teacher who actively increases his knowledge and experience in educating students.

4. Conduct a practical evaluation of the approach taken by the teacher through the evaluation of the teacher's peers and parents of students. These two things are essential; who else will be trusted to assess the student's difficulties? For some teachers, evaluation is only carried out as a formality but is not followed up practically, with alternative activities for students to overcome difficulties. Usually, the normative evaluation form written in the report card suggests that they divide every semester. It is an awareness for teachers that evaluations are more than formalistic routine assessments because indicators of learning difficulties cannot complete in formal activities.

Thus, the efforts of teachers to improve their competence in overcoming their students' learning difficulties do not rely on activities organized by the government. However, independence based on motivation and profession can increase their competence as educators who are required to have the ability to overcome the difficulties of their students through a two-way approach, namely school and home.

IV. ACKNOWLEDGEMENT

V. CONCLUSION

The role of Islamic higher education manifested in madrasah education aimed at building education, especially human resources. These, namely teachers,

are one of the products of the university itself. The role of education and teaching, research, and community service are essential in developing and improving teacher competencies to help students with learning difficulties. Islamic higher education must pay more attention to madrasas' problems, especially in seminars, training, research, and educational evaluation activities, especially for teachers and students. Efforts to increase teacher competence in overcoming learning difficulties through independence and motivation in various activities increase their skills and experience in solving problems in the learning process. Efforts must make us communicate with parents and students, inventory the level of learning difficulties, participate in professional activities independently, and evaluate gradually and continuously. This research has implications that the greater the Islamic tertiary institution improves teacher competency, the more significant the contribution to overcoming students' difficulties in learning and helping communicate with their parents. The research future focuses on knowing the stages of teachers overcoming students' learning difficulties.

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