

Analysis of Teacher Competence Using the Madrasah Digital Report Application in Managing Student Learning Outcome

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Abstract

The purpose of this study is to ascertain the competence of teachers in utilizing the Madrasah Digital Report Card application for managing students' learning outcomes at the Private Tsanawiyah Madrasah Hubbul Wathan Modal Bangsa, Langkat County, located on Jl. Pasar 7 Bandar Meriah, North Namu Ukur Village, Sei Bingai District, Langkat County. This qualitative research aims to understand phenomena such as behavior, perception, motivation, and expectations of subjects, aligning with the study's focus on the implementation of the Madrasah Digital Report Card application at the Tsanawiyah Madrasah Hubbul Wathan Modal Bangsa. A descriptive narrative approach was employed, analyzing collected data and providing narrative interpretation to understand experiences. The results indicate that the utilization of the Madrasah Digital Report Card application at the Private MTs Hubbul Wathan Modal Bangsa is optimized by the teachers, who exhibit strong skills in operating the application. Consequently, the implementation has led to significant progress in technology use and enhanced the professional capabilities of teachers in managing students' learning outcomes.

Keywords: Teacher Competency, Madrasah Digital Report Card, Score Management, Learning Outcomes



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INTRODUCTION

Digitization has brought significant transformation to education in Indonesia, particularly in the management and reporting of student grades across various educational institutions, including madrasahs. Advances in information technology facilitate clear comparisons between traditional education systems and modern education systems that integrate technology-based assessment (Mundir, 2022). The utilization of information technology in education is crucial for ensuring equal distribution and improving the quality of education in Indonesia (Mustari, 2023). Consequently, education has evolved considerably over time, with Information and

Communication Technology (ICT) being one of the most influential aspects, rapidly transforming various sectors of education.

Assessment involves a comprehensive information collection process that encompasses the input, process, and output of the learning journey. This information describes the achievements of learners, including their attitudes, knowledge, and skills (Hafidhoh & Rifa'i, 2021). Assessment results, conducted by educators, are analyzed in detail to understand learning progress and obstacles. These results are then communicated to learners along with educative feedback. Furthermore, this information is reported to relevant parties and utilized to enhance the quality of learning (Nurmawati, 2016). In this context, teachers are expected to possess the ability to use various methods and media to assess student competencies from multiple perspectives.

The administrative documents of MTs Swasta Hubbul Wathan Modal Bangsa reveal that the decision to use the Madrasah Digital Report Card application (MDRA) was made in response to a circular from the Ministry of Religious Affairs of the Republic of Indonesia, issued on June 11, 2021 (Direktorat KSKK Madrasah, 2021). This directive was distributed nationwide, including to North Sumatra Province. Subsequently, the North Sumatra Regional Office of the Ministry of Religious Affairs issued an appeal (letter number: B-7510/Kw.02/2-a/PP.00/12/2021) stating that starting from the academic year 2021/2022, madrasahs in the region must use the MDRA. The Madrasah Education Division of Langkat Regency then issued a circular (letter number: B-8488/Kk.02.02/PP.00/12/2021) emphasizing three main points: 1) Starting from the academic year 2021/2022, madrasahs must use MDRA; 2) For madrasahs facing obstacles in using the MDRA application, they can coordinate with the Human Development (HD) division of the district; 3) The Chairperson of the Sub-Region must relay this information to their respective supervised madrasahs (Seksi Pendidikan Madrasah, 2021).

Initial interviews conducted by the researcher with the Madrasah Operator of MTs Swasta Hubbul Wathan Modal Bangsa revealed that 4 to 5 teachers at this madrasah still require assistance in the process of inputting grades into the MDRA application, while other teachers are already independent, facing only minor technical issues such as difficulty logging in or forgetting the Uniform Resource Locator (URL) for accessing the application.

Research on teacher competencies in using the MDRA application for managing student learning outcomes at MTs Swasta Hubbul Wathan Modal Bangsa Langkat is crucial as it highlights essential issues in education. This research aims to deeply explore teacher competencies in using the MDRA application, which is vital for ensuring smooth administrative processes and information transparency that impact student services. It is also incumbent upon teachers to continuously enhance their digital competencies to advance student learning processes.

METHOD

This research employs a qualitative approach, emphasizing a comprehensive, complex, dynamic, and interactive understanding of social reality while considering the natural conditions of the object under study. The collected data can take various forms, including verbal texts, narratives, diagrams, or visuals. This field study is conducted concurrently with the observed events (Sugiyono, 2019).

In this study, the researcher adopts a narrative approach, which focuses on collecting and interpreting stories or narratives conveyed by participants. This approach is commonly used to understand life experiences, processes of change, or specific phenomena from a narrative perspective (Creswell, 2012). Narrative research enables the exploration of individual or group experiences by weaving stories that depict their life journey, understanding, and interpretation of the world (Clandinin & Connelly, 2000).

The research analyzes the subjects' experiences concerning the researched topic, addressing issues or focusing attention on problems from the onset of the study. The research findings are then processed and analyzed to reach a conclusion. The descriptive qualitative analysis approach is employed to thoroughly explore and analyze issues related to "Teacher Competency Analysis Using the MDRA Application in Managing Student Learning Outcomes at Hubbul Wathan Modal Bangsa Langkat Madrasah Tsanawiyah."

Data collection methods include in-depth interviews, observations, and document analysis. In-depth interviews are conducted with teachers, administrators, and other relevant stakeholders to gain detailed insights into their experiences and perspectives regarding the use of the MDRA application. Observations are carried out in the classroom and administrative settings to understand how the application is used in real-time. Document analysis involves reviewing relevant records, reports, and other written materials related to the implementation and use of the MDRA application.

The data analysis process follows a descriptive qualitative method, involving several steps: data collection, data reduction, data display, and conclusion drawing/verification (Miles & Huberman, 1994). This process ensures a systematic and thorough examination of the collected data to derive meaningful insights and conclusions.

RESULTS AND DISCUSSION

Teacher Competence

The basic concept of "competence" refers to an individual's skills or capabilities. In various contexts, competence carries different meanings, but it generally denotes the qualifications or capacities of individuals, including qualitative and quantitative aspects (Nurjan, 2015). According to the Republic of Indonesia Law Number 14 of 2005 concerning Teachers and Lecturers, competence is defined as "a set of

knowledge, skills, and behaviors that must be possessed, internalized, and mastered by teachers or lecturers in carrying out their professional duties."

Competence encompasses not only skills and knowledge but also behavior and internalization. Therefore, teachers are expected to have holistic qualifications, covering various aspects to effectively perform their professional duties. The types of teacher competence include:

1. **Pedagogical Competence:** This involves a teacher's ability to design and organize students' learning experiences. It includes understanding student characteristics, developing effective learning strategies, assessing learning achievements, and guiding students to explore and realize their potential (Diana, 2023).
2. **Personality Competence:** This includes strong character traits, high morality, wisdom, broad perspectives, discipline, authoritative presence, and being an inspiration to students (Kamal, 2019).
3. **Social Competence:** This involves the ability to act objectively towards students, adaptability to classroom dynamics, and the ability to establish effective, polite, and empathetic communication with students (Muspiroh, 2016).
4. **Professional Competence:** This pertains to tasks exclusive to those specifically prepared for them, not as an alternative for those unable to secure other jobs (Suryapermana & Imroatun, 2017).

In managing grades, teachers must possess both personality and professional competences. Professional competence plays a significant role in managing student grades, with functions including:

1. **Managerial Role:** Teachers manage classrooms by performing administrative tasks, supervision, monitoring, and information and communication management (Ilahi & Imaniyati, 2016).
2. **Administrative Role:** Teachers manage the teaching-learning process with dedication, ensuring that every aspect of learning is well covered, resulting in a quality learning environment for students (Munawir et al., 2022).
3. **Evaluative Role:** Teachers assess students' academic and social behavior, which is crucial for determining their success in the learning process. They evaluate, analyze, and consider both the strengths and weaknesses of all activities carried out in the previous learning process (Romanti & Rohita, 2021; Alawiyah, 2017).

Given the increasing complexity of tasks and responsibilities, teachers are expected to develop professional competencies to address these challenges effectively, including grade management skills. Effective management of students' knowledge, skills, and character creates a direct connection between teachers' roles and the integrity of grade management competencies, supporting holistic student development.

Learning Outcomes

Managing student learning outcome grades involves processing evaluation data to provide assessments and interpret the collected information, ensuring that each data point has relevance and specific meaning (Kurniawan et al., 2022). Students' scores must meet basic competencies within one semester, covering spiritual and social attitudes, knowledge, and skills. After assessing each competency, results are summarized in a description (Dewi & Sukiman, 2021).

Accuracy, precision, and speed in data entry are crucial for obtaining accurate results, which support effective grade management (Nurninawati & Wulandari, 2021). Reports of student learning outcomes to parents are based on comprehensive evaluations reflecting students' academic achievements. Educators are expected to organize and provide timely and quality services in reporting learning outcomes, ensuring effective teaching in the future (Khusnuddin, 2018).

The function of reporting learning outcomes is to present factual expositions of conditions or specific activities. Evaluative reports offer significant value to various stakeholders, including learners, educators, school personnel, parents, and future educational institutions (Hasbi, 2023). For learners, it helps understand their learning progress and identify areas needing improvement, enhancing motivation and interest in various subjects (Febriana, 2019). For parents, it assesses whether their children meet expected quality standards and are eligible for advancement (L, 2019). For educators, evaluation results encourage improvements in teaching quality and strategies, as well as learning facilities (Febriana, 2019).

MDRA Application

The Madrasah Digital Report Card Application (MDRA) is a tool used by madrasah officials to manage institution data and administration. Operating online through web and Android platforms, MDRA allows teachers to organize student learning outcome assessments from anywhere (Rahmat et al., 2023). It integrates with the Education Management Information System (EMIS) and features advanced functionalities to enhance educational processes (Nuraini et al., 2022). Launched in 2021, MDRA supports High Definition (HD) resolution and online systems, facilitating activities for madrasah residents (Wahidin et al., 2023).

MDRA's goals include the development of Information and Communication Technology (ICT) in education, easing information system management, and promoting information digitalization. The application minimizes data entry errors, provides detailed insights into students' progress, and supports fast and accurate data services (Tim Teknis Kemenag, 2022). The efficiency and effectiveness of MDRA reflect its contribution to improving grade management processes, ensuring accurate and measurable learning outcome evaluations (Muammarulloh & Wiyani, 2023).

Discussion

Utilizing the Madrasah Digital Report Application (MDRA) at MTs Swasta Hubbul Wathan Modal Bangsa

Effective utilization of MDRA involves considering internet availability, operator readiness, and teacher proficiency. Teachers must be equipped with the necessary knowledge and skills to operate the application and address any obstacles. The MDRA at MTs Swasta Hubbul Wathan Modal Bangsa enhances learning assessments' efficiency and accuracy, aligning with the 2013 Curriculum and Merdeka (Rosmini, 2021).

The school has prepared teachers through technical training and provided necessary facilities. Although initial difficulties were encountered, continuous training and mentoring have enabled teachers to adapt and master the application (Pratama & Penpanani, 2022). The MDRA application simplifies assessment processes, allowing for practical and accessible grade management from anywhere, enhancing teachers' efficiency and performance (Fajrin & Machali, 2023).

Teachers' Ability to Operate MDRA

Teachers' proficiency in using MDRA is essential for managing student learning outcomes. The application facilitates grade input, attendance management, and communication, making daily tasks more efficient (Hikmah, 2022). Continuous mentoring and training have improved teachers' digital literacy and competency, enabling effective use of MDRA (Syamsuri, 2021).

Observations and interviews confirm that teachers at MTs Swasta Hubbul Wathan Modal Bangsa have mastered the use of technology for their responsibilities. The school provides necessary infrastructure, such as Wi-Fi and laptops, to support digital assessment, ensuring teachers can effectively utilize MDRA (Tim Teknis Kemenag, 2022).

Implementation of MDRA to Improve Teachers' Professional Skills

The implementation of MDRA involves coordination between the Central Directorate of Islamic Education, Madrasah Operators, and teachers. Training and socialization have facilitated the transition to digital assessment, enhancing educators' digital skills (Wahidin, 2023). Effective implementation of MDRA at MTs Swasta Hubbul Wathan Modal Bangsa has shown significant progress in teachers' professional skills, supporting continuous improvement in assessment processes and curriculum management (Rifa'i, 2019).

In conclusion, the MDRA application at MTs Swasta Hubbul Wathan Modal Bangsa has significantly improved teachers' competence and professional skills in managing student learning outcomes. Continuous training, mentoring, and support have enabled teachers to effectively use MDRA, enhancing the efficiency and

accuracy of learning assessments and contributing to the overall improvement of educational quality.

CONCLUSION

The utilization of the Digital Madrasah Report Application (MDRA) at MTs Swasta Hubbul Wathan Modal Bangsa has been maximized, demonstrating that the application is fully optimized by teachers to support all aspects of student learning assessment. Effective management of assessments requires infrastructure support, such as a stable internet network, as well as the readiness of the Madrasah Operator in providing and managing the MDRA application.

Teachers at MTs Swasta Hubbul Wathan Modal Bangsa exhibit good proficiency in operating the MDRA. They have acquired the necessary knowledge and skills, although some teachers still require guidance and support. The implementation of the MDRA application has significantly improved the approach and understanding of technology use, enhancing the professional capacity of teachers in managing student learning outcomes.

The successful implementation of the MDRA application at MTs Swasta Hubbul Wathan Modal Bangsa is a result of effective cooperation between the District Operator, the Madrasah Operator, and various departments within the school, including the Academic, Infrastructure, and Administration Departments. This collaboration has facilitated the integration of the MDRA, ensuring its effective use in enhancing educational quality and efficiency.

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