Management of Development of Hard Skills and Soft Skills in Improving the Professional Competence of Madrasah Aliyah Teachers

(Case Study at MA DDI Mangkoso and MA DDI At-Taufiq Barru Regency, South Sulawesi)

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Abstract

The background of this research is the weak management of madrasah management, the absence of a clear and comprehensive policy framework regarding madrasa management, the number, quality and competence of teachers is still low and mismatched, facilities and infrastructure are still inadequate, and the conditions of madrasas are very varied. The purpose of this study was to obtain an overview of planning, organizing, implementing, evaluating, the impact of developing hard skills and soft skills in improving the professional competence of teachers in MA in Barru district. The theological basis used is Q.S Al-Isra 'verse 84, the philosophical basis uses the philosophy of constructivism, the theoretical basis discusses management and development theory. This study uses a qualitative approach and data collection techniques are carried out through observation, interviews and documentation studies, while the data sources through triangulation: Madrasah Principals and Teachers. The results showed: First, the development planning in the two madrasas used four stages, namely: analyzing the internal and external environment including government policies and local government policies, forming a teacher competency development team, compiling a draft development plan and then becoming a development plan document. Second, the organization of development in the two madrasas carried out four stages, namely, division of labor, work processes, delegation of authority and communication. Third, the implementation of development in both madrasas uses the reference of eight educational standards and the implementers of this competency development are teachers and school principals. The implementation plan is prepared by the teacher in the form of a syllabus and learning development plan that is adjusted to the time allocation. Fourth, the evaluation of the development of the two madrasas carried out several stages, namely: initial evaluation, evaluation of the plan, evaluation of the process, evaluation of learning outcomes, evaluation of the overall development program. Fifth, the impact of implementing teacher competency development is the existence of high independence and authority from teachers and school principals in compiling and implementing and

evaluating teacher competency development programs, increasing the quality of graduates based on Islamic values and morality. The solution is to carry out coaching consciously, systematically and continuously to improve and develop the quality of the profession and the quality of teacher work so that through management the development of hard skills and soft skills can shape teachers to have critical, creative, collaborative and skilled ways of thinking, able to think critically in solving social problems that occur in society

Education plays a key role in the development of quality human resources and people. In terms of quantity, the progress of Indonesian education is quite 'encouraging'. However, the quality of education in Indonesia is still questionable. This is evidenced by the data seen from the trend of the HDI (Human Development Index) or HDI. In 2010, Indonesia ranked 110th out of 177 countries, with an index of 0.677, down from its previous position of 102nd with an index of 0.697 in 2008. This position is quite far from its neighboring countries, such as Malaysia (order 61/0.796), Thailand (order 73/0.778), Philippines (order 84/0.758) and Vietnam (order 108/0.704). In 2020 Indonesia has made progress with the HDI reaching 0.718 and is ranked 107th, beating Vietnam which has a value of 0.704. However, it lags far behind neighboring Singapore (order 11/0.938), Malaysia (order 62/0.810). The tendency of Indonesia's HDI figures is to continue to rise (0.697 in 2008, 0.677 in 2010, and 0.718 in 2020) and narrows its lag compared to other countries. The limit for the classification of developed countries is the HDI value above 0.800, meaning that Indonesia will soon beclassified as a developed country. However, when viewed from 77 years of independence, Indonesia's educational achievements are still low compared to neighboring countries.

In the effort to develop national education, teachers (educators) really need guaranteed quality standards of competence and professionalism. In order to achieve the number of professional teachers who can drive the dynamics of progress in national education, a continuous,

targeted and effective coaching process is needed. This cannot be accomplished without providing schools/madrasas with the greatest possible opportunity, because schools/madrasas are the forefront of being actively involved in independently making decisions about education. This professional process needs to be supported by all elements related to the teacher. Schools/madrasasmust be the main part while the community is required to participate in quality improvement which has become the commitment of schools/madrasas for thebetterment of society. These elements can be combined to produce a system that can work towards the formation of professional teachers in sufficient quality and quantity.

The professionalism of teachers and education staff is still inadequate, especially in terms of their scientific fields. For example, a biology teacher can teach chemistry or physics, or a social studies teacher can teach Indonesian. The quality and professionalism of teachers is not asexpected. This illustrates at a glance the quality of teachers in several schools, how can it be said to be professional if mastery of the subject matter being taught is still lacking, how can it be said to be professional if there are still teachers who teach outside their area of expertise. As stated by Geist (2002:18) that "Professionals are specialists and experts inside their fields; their expertise is not intended to be necessarily transferable to other areas, accordingly they claim no special wisdom or sagacity outside their specialties."

The government stipulates the principles of School/Madrasah Based Management

(MBS/MBM) in the management of schools/madrasas. This was stipulated by the government in the National Education Law No. 20 of 2003 article 51 paragraph 1 which reads: "Management of early childhood, basic education and secondary education units is carried out based on minimum service standards with the principle of school/madrasah-based management". This management system change is expected to create a more democratic education process, pay attention to the diversity of needs/conditions of the community and students and encourage increased community participation. All of this is done by the government in order to improve the quality of Indonesian education.

This study aims to obtain an overview of information and analyze the development management of hard skills and soft skills in improving the professional competence of madrasah teachers. The development of hard skills and soft skills in improving the professional competence of Madrasah

Aliyah teachers is one of the priorities in the world of work, especially in the world of education. The world of work does not only prioritize high academic abilities (hard skills), but also pays attention to skills in terms of values attached to a person (soft skills). technical (academic) skills.

According to the results of Ratna Kasni Yuniendel's research entitled The Contribution of Soft Skills and Hard Skills in Increasing Teacher Professionalism in Schools and Madrasahs, she stated that the problem is that the aspects of soft skills and hard skills that should receive a balanced portion are owned by each teacher, which is currently more prioritized. is the development of aspects of hard skills. Even though the contribution of soft skills is greater for the success and success of teachers. The results of his research show that soft skills contribute to helping teachers build effective interaction and communication both interpersonally and intrapersonally. While hard skills contribute to making teachers

technically skilled in managing and carrying out educational and learning activities. Strengthening the results of previous research, Daniah, a lecturer at the Tarbiyah Faculty of UIN Banda Aceh with the research title Optimizing Teacher Soft Skill Development in Science Learning in the Formation of Student Character, stated that the current conditions for learning science have not yet reached what is expected by the goals of National Education. Most teachers only teach aspects of hard skills, while the aspects of soft skills (human skills) in teacher learning have not mentioned much and have even been neglected. The learning approach is still relatively lacking in encouraging the growth of softskills in learning.

Theoretical Basis

Management, which is defined as management or arrangement, is needed in every activity that requires order, success and beauty, such as educational institutions. Various opinions of experts about management include as stated by: George R. Terry (2000:9) "Management is the achievement of goals that are set in advance by using the activities of other people. Luther Gullick in "Management is Science", management as a field of science (science) that

seeks systematically to understand why and how humans work together to achieve goals and make this cooperation system more beneficial to humanity. Mary Parker Follet "Management is an art to carry out a job through other people." Managerial ability in carrying out tasks will not be separated from the management function in the context of developing the professionalism and resources of madrasah teachers or others. This is done because the success or failure of the development of teacher processionalism depends on whether or not a leader is able to carry out management functions properly.

In essence, when combined from several existing theories, the management functions are as follows: Planning, organizing, actuating, motivation,

leading, communication and controlling. Of the several management functions previously mentioned, then in the management of hardskill and soft skill development in improving the professional competence of aliyah madrasah teachers, the authors limit it to management functionsaccording to George R Terry, as follows; Planning, organizing, implementing and evaluating. After several definitions and limitations of managerial functions have been clearly established, what is meant by the management ofthe development of hard skills and soft skills in improving the professional competence of teachers of madrasah aliyah is none other than managerial action in a madrasa or educational institution based on Islamic education, which includes; planning, organizing, implementing and evaluating, so that they can and are able to develop the professional competence of madrasa teachers to achieve the desired goals, according to needs.

Hard skill consists of two words, namely hard which means hard and skill which means skill or prowess. In simple terms, hard skills can be interpreted as a set of skills whose concrete form can be captured through the senses (visible). In terms of hard skills are abilities that can produce something that is visible and immediate (immediately visible) and can be assessed from technical tests or practical tests. According to Dennis E. Coates(in Rao, 2010) hard skills are technical or administrative procedures related to an organization's core business. (Hard skills are technical or administrative

procedures related to the main job). Etymologically, the term soft skill comes from English which consists of the words soft and skill. According to the English-Indonesian dictionary, the word soft has several meanings, namely: soft, soft, weak, soft, smooth, soft and easy. From this understanding, the meaning that is more appropriate to use in this discussion is the word soft, soft and gentle. While the word skill has the meaning of skill, intelligence, skills and expertise. Based on this understanding, it can be simply understoodthat soft skills are soft skills. So subtle are these skills that they are difficult to perceive through the senses because of their abstract nature. The Urgency of Hard Skills Teachers aside from being educators also play a role as teachers. So that the lessons presented can be mastered and understood by students, the teacher must be skilled at choosing the right models, approaches, strategies and methods. There are many strategies that teachers can apply in learning, for example cooperative learning strategies (cooperative learning / working together). Cooperative learning is a learning model that uses a grouping system/small team, each consisting of four to six people with different backgrounds of academic ability, gender, race or ethnicity. Assessment is given to each group, and each group will receive an award if it is able to show the required achievements (Sanjaya, 2006).

According to Law no. 14 of 2005 concerning Teachers and Lecturers, professional competence is the ability or expertise that must be possessed by teachers including teachers who are able to master material, structures, concepts and scientific mindsets that support the subjects they teach, teachers are able to master competency standards and basic competencies, teachers are able develop subject matter creatively, teachers are able to develop professionalism on an ongoing basis and teachers are able to utilize information and communication technology (ICT) to communicateand develop themselves.

Teaching is a complex and integrative system of a number of skillsto convey messages to someone. Teaching is known as a complex system therefore in teaching the teacher does not only provide information orally, but

must be able to create a learning environment situation that allows children to be active in learning. For this reason, in teaching the teacher should be able to use several "teaching skills",

which include: (a) asking skills, (b) giving reinforcement skills, (c) skills providing variations, (d) skills opening and closing lessons and (e) explaining skills." (Soetomo: 2003). Tatty S.B Amran (in Salmiah: 2012) says that "for professional development, KASAH is needed". KASAH is an acronym for Knowledge, Ability, Skill, Attitude, andHabit.

The six value systems initiated and developed by (Sanusi 2015:35), namely theological, logical, ethical, aesthetic, physiological and theological values are smart and interesting ideas to study in assessing an object. It is anundeniable reality that we are now facing an increasingly complex life, and the complexity of this life requires value as a source of progress. These six value systems can be used by a teacher in carrying out his duties.

Some understanding of value according to experts, leads the authorto understanding that value is the driving force of the interaction withenvironment that encourages a person to act or not act on the basis of spontaneous judgment good bad, wrong right. The use of the six value systems in this study, among others, is to become an alternative approach in an effort to understand Islamic teachings which are loaded with various values. This approach attempts to understand Islamic teachings by exploring the values of Islamic teachings in terms of theological values, physical values, logical values, ethical values, aesthetic values, and teleological values. In the author's perception, the use of the six value systems in this study is very goodto be used as an alternative choice as an approach tool in developing hard skills and soft skills in increasing the professional competence of madrasah teachers. Exactly the six value systems have been and are being tried to be developed by the author, to become an alternative model in the development of madrasa teacher professional competence, especially the development of hard skills and soft skills.

Research Methods

This research uses a qualitative or naturalistic inquiry approach, with a case study approach where qualitative research as a scientific method is often used and carried out by a group of researchers in the field of social sciences, including education. A number of reasons were also put forward which in essence is that qualitative research enriches the results of quantitative research. Qualitative research is conducted to build knowledge through understanding and discovery. Qualitative research approach is a process of research and understanding based on methods that investigate a social phenomenon and human problems. In this study the researcher makes a complex picture, examines words, reports detailed views of respondents and conducts studies in natural situations.

The reason for choosing this approach is because the object to be studied is to obtain an in-depth description of the management of the development of hard skills and soft skills in enhancing the professional competence of Aliyah madrasa teachers and trying to uncover events as a whole in a natural context and trying to gain a holistic understanding. This research was conducted at two locations: MA DDI Mangkoso Barru and MADDI At-Taufiq Barru District in South Sulawesi. The determination of the subject of this study was carried out using purposive sampling, namely the selection of sampling not part of the population, namely the selection of research data sources, namely the selection of research data sources are subjects directly involved in planning, organizing, implementing and evaluating management of the development of hard skills and soft skills in increasing the professional competence of madrasah aliyah teachers in Barru district, South Sulawesi. In detail, the subjects in the research are:

Head of MA DDI Mangkoso and MA DDI At-Taufiq Barru District, Wakamad in curriculum, student affairs, public relations and infrastructure,

senior teachers and homeroom teachers, heads of laboratories, heads of Administration and BK Teachers, Subject Teachers , MA DDI Mangkoso MAstudents and MA DDI AT-Taufiq Barru District. In conducting data

collection, researchers used observation or observation techniques, interviews, documentation studies and literature studies.

Results And Discussion

a. Planning for the Development of Hard Skills and Soft Skills in Improving the Professional Competence of Madrasah Teachers

From the results of the research, the researchers found that the planning or design for the development of hard skills and soft skills made by the two MA Barru District, South Sulawesi, was initiated by conducting an analysis of the internal and external environment. This is in accordance withthe opinion of Brady and Skillbeck, according to them situation analysis is very necessary before creating a development program, because this will be the basis for further competency development. According to Skillbeck, the internal factors that are considered are: students, teachers, school ethos (policies, traditions, funds, leadership), material sources (facilities and infrastructure), sensitivity to problems in development. While the external factors are: Social and cultural changes in society (parental expectations, general public opinion, values, changes in relationships between a person and others and ideological values), the education system and its challenges (policy context, exam concepts, an area, development design, educational research),changes in natural substance as a learning resource, teacher support systems that can provide potential (teacher training institutions and research institutions), existence of school resources.

b. Organizing the Development of Hard Skills and Soft Skills in Enhancing the Professional Competence of Madrasah Teachers

The steps taken by these two madrasas in carrying out the process of organizing the development of hard skills and soft skills in improving the professional competence of madrasa teachers are as follows: 1) Outline the general goals to be achieved by the development plan and specific goals or objectives -goal of each development unit. 2) Describe and determine the activities or tasks needed to achieve the goal. 3) Grouping activities or tasks functionally into practical work units. 4) Determine the tasks of each unit, group and individual and the necessary physical resources. 5) Determine theauthority of each unit and system of work relations so that there is coordination in carrying out tasks.

c. Implementation of Development of Hard Skills and Soft Skills in Enhancing the Professional Competence of Madrasah Teachers

In carrying out the development of hard skills and soft skills, maturedevelopment is made, so that the development has a better impact, in accordance with the vision, mission and goals to be achieved together. Millerand Saller (1985: 13) state: "in some cases, implementation has been identified with instruction..." Both of these madrasas carry out development activities in accordance with the plans that have been prepared. The stages of implementing development in madrasas are: (a) development of learning programs or plans for implementing learning activities, which starts with the preparation of annual programs, semester programs, effective weeks and teacher teaching tools such as syllabus, (description of SK and KD into indicators), learning implementation plans (RPP) or learning scenarios, and preparation of evaluation and assessment programs. (b) Implementation of the learning process in class (preliminary activities, core activities and closing activities) as well as the methods and approaches used in the learning process.

(c) implementation of evaluation and assessment of learning outcomes. All ofthese stages must be

passed by every teacher under the supervision of representatives of the academic field.

In each stage of the implementation of teacher competency development the two madrasas try to: (a) pay attention to the potential, development and condition of the participants. (b) upholding the five (5) pillars of learning, namely: first, learning to have faith and piety to God Almighty. Second, learn to understand and live. Third, learn to be able to carry out and act effectively. Fourth, learn to live together and be useful to others. Fifth, learn to build and find identity through an active, initiative, creative, effective, and fun learning process (PAIKEM). (c) so that participants receive services that are remedial and enrichment. (d) carrying out development in an atmosphere of relationships with educators and tutors who are mutually accepting and appreciative, intimate, open and warm, with the principles of tut wuri handayani, ing madia mangun karsa, ing ngarsa sungtulada (behind gives power and strength, in the middle building enthusiasm and initiative, in front of giving examples and role models). (e) using a multi-strategic and multimedia approach, adequate learning resources and technology, and utilizing the surrounding environment as a learning resource.

(f) utilizing natural, social and cultural conditions as well as regional assets.

(g) includes all components of subject competence, local content and self-development held in balance, interrelatedness and continuity.

d. Evaluation of the Development of Hard Skills and Soft Skills in Improving the Professional Competence of Madrasah Teachers

Meanwhile, the evaluation aims to find out; up to where the achievement of the progress and objectives that have been determined, assess the effectiveness, and determine the factors of cost, time, and the success rate of implementing development in the 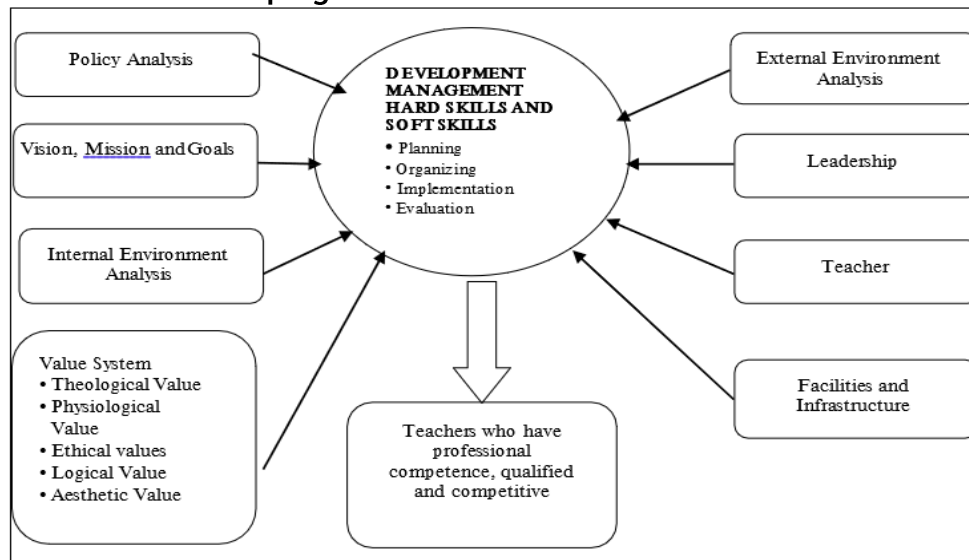field. So evaluation is intended as a process of considering to give value and meaning to a particular program. The concept of value and meaning, in the context of evaluating a development, has a different meaning. Value considerations are considerations that exist within the development itself. For example, based on a certain consideration process, the evaluator gives a value; whether the assessed development aspect can be understood by the teacher as the executor of development; whether each component contained in the aspect has a harmonious relationship; whether the development aspects assessed are considered simple and easy to implement by teachers and so on (Sanjaya, 2008; 341). In contrast to value, meaning is related to meaningfulness. For example, does the development aspect assessed provide meaning to improve thinking skills; whether the development aspect can change the teacher's way of thinking for the better; whether the development aspect can further enhance understanding of the surrounding environment; and so forth. Furthermore, from the results of this evaluation and its relation to the concept of value and meaning, the evaluator will conclude that the aspects of development being evaluated are quite simple and understandable by teachers, but have no meaning to improve competency quality or vice versa.

e. The Impact of Developing Hard Skills and Soft Skills in Increasing the Professional Competence of Madrasah Teachers

Based on the results of research on the impact of implementing the development of hard skills and soft skills in increasing the professional competence of teachers in both madrasas, first, the impact on the development implementation process, with this development aspect madrasah are able to develop and create programs according to the abilities, conditions and needs of the community, students and madrassas. And with a competency-based learning model that is owned, it can increase activity and actualize self- abilities

according to the competencies they have. Second, the impact on increasing the professional competence of teachers in madrasas. With the implementation of the development program, madrasas are able to achieve better learning outcomes. This can be seen from the National Examination results of their students, which are increasing every year as seen from the pastthree years. And the alumni are able to compete to enter state universities in Indonesia, both PTAIN and PTN, either through the invitation route or through the SMPTN test route and even at MA DDI Mangkoso Barru alumniare accepted in the Middle East.

f.   Solutions for Developing Hard

Skills and Soft Skills in Improving the Professional Competence of Madrasah Teachers

The professional development system is an effort that is carried outconsciously, systematically and continuously to improve and develop the quality of the profession and the quality of teacher work. Basically the principle of coaching is to improve the quality of the object being coached. By using effective techniques, coaching will be successful. The determination of the techniques used in teacher training should be adjusted to the needs of teachers by looking at what aspects need to be developed and fostered. Coaching for increasing teacher professionalism provides findings by

mapping a number of techniques adapted to the weaknesses of each teacher in 4 competencies, these techniques use seminars, PTK, innovative learning,teaching clinics and also use partnership patterns. To develop teacher soft skills can be done by conducting teacher competence development. In developing competence, teachers need to apply management functions and principles so that the competence development process can be as intended. Coaching techniques can be adjusted to the needs, both material needs and competencies that need to be developed. There are several techniques that canbe applied such as seminars and workshops, sharing between teachers and

coaches, innovative learning training, lesson study, classroom action research(PTK) and others. The coaching technique chosen by the teacher will be successful if the teacher has good hard skills and soft skills.

Conclusion

Based on the results of the study, analysis and discussion of thefindings of the research results, the following conclusions can be drawn:

1.   Planning, organizing, implementing and evaluating the development of hard skills and soft skills in improving teacher professional competence:

a.   Planning for the development of hard skills and soft skills, the leaders of the two madrasahs have carried out the planning procedure properly, namely by analyzing the internal and external environment using swot analysis and drafting a plan for the development of hard skills and soft skills. It's just that in terms of developing the ideas of the two madrasas, they are still not optimal and slow in responding to madrasa innovations.

b.   Organizing the development of hard skills and soft skills, the two madrasas have taken steps to organize properly, namely carried out by the madrasah leadership, to be further developed by the teachers with the principle of always working together with the teacher working group (KKG) and Subject Teacher Consultation (MGMP)) and mutual support between teachers and leaders, fellow teachers, teachers and other employees. However, it is still found that there are multiple assignments carried out by the teacher due to the lack of competent teaching staff or in accordance with the subject matter.

c.   The implementation of the development of hard skills and soft skills, the two madrasas have carried out the implementation process well, starting with carrying out the competency development plan that has been made by the madrasa and developed by each teacher in the form of developing programs and learning tools. But in the process of implementing teacher competency development and evaluation of the implementation of teacher competency development there are still deficiencies, namely madrasas only pay attention to the development of hard skills and tend to ignore the development of teacher soft skills, besides that not all teachers make good use of school facilities and not all teachers get the opportunity to take part in teacher competency development education and training programs.

d.   The evaluation of the development of hard skills and soft skills, which was carried out by the two madrasas, was the same, namely with the following procedures: first, initial evaluation to create a competency development plan, second, evaluation of the teacher competency development program/documents. Third, evaluation of the process/implementation of teacher competency development programs (process of learning activities). This evaluation is carried out in the form of supervision, there is internal supervision and there is external supervision. It's just that the evaluations carried out in these two madrasas were purely administrative in nature. This evaluation was not carried out to see how far the planned teacher competency development program had been implemented. What is the percentage of achievement and what are the obstacles and find solutions together.

2.   The impact of developing hard skills and soft skills, both madrasas were able to develop and make developments in accordance with the abilities, conditions and needs of the community, teachers, students and madrasas. And with a competency-based hard skill and soft skill development model, you can increase your activity and actualize your abilities according to your competencies. The impact that is most felt by teachers and students is the formation of akhlaqul kharimah values which are instilled through habits while in madrasah. It's just that teachers in these two madrasas are still less interested in continuing their education to a higher level.

3.   Solutions for the development of hard skills and soft skills are carried out in the form of coaching. Coaching techniques can be adjusted to the needs, both material needs and competencies that need to be developed. There are several techniques that can be applied such as seminars and workshops, sharing between teachers and coaches, innovative learning training, lesson study, classroom action research (PTK) and others. The coaching technique chosen by the teacher will be successful if the teacher has good hard skills and soft skills.

Recommendation

1.   Recommendations for regional policy makers, both cities/districts and the province of

South Sulawesi. It is time for policy makers in the regions to pay more attention to education in madrasas and provide moral and material assistance to madrasas as well as give appreciation for the success of madrasas in both the academic and non-academic fields. Eventhough madrasas are under the auspices of the Ministry of Religion, madrasas are still part of regional education which contributes to educating local sons.

2.   Recommendations for policy makers in madrasah (Madrasah Head)

a)   Madrasah heads to pay more attention to the completeness of madrasa education facilities so that the process of implementing hard skill and soft skill development programs in increasing teacher professional competence runs more optimally.

b)   Implementation of management of the development of hard skills and soft skills starting from planning, organizing, implementing and evaluating in madrasas to pay more attention because they have implications for improving teacher competence and are a shared responsibility between the head of the madrasa, deputy head of the madrasa, teachers and the madrasa committee.

c)   So that the role of the madrasah committee is more optimized in contributing ideas or input to the teacher competency development program in madrasas both in terms of planning, organizing, implementing and evaluating the development program. The role of the committees from the two madrasas is still weak and not optimal in their involvement in madrasas. The Madrasah Committee is expected to contribute ideas for the progress of the Madrasah.

d)   Madrasah heads to give awards or rewards to teachers who are creative and achievers so that motivation arises to always develop creativity in providing innovations for the development and implementation of teacher competencies in madrasas.

e)   Provide support to teachers to further enhance their knowledge both in the field of science and technology and in other fields that support the development of their competence.

3.   Recommendations for madrasah committees

From the two madrasahs there are still committees whose participation in providing input to the teacher competency development program is still weak, where the role of the committees is still not optimal, still like the role of Bp3 which only deals with matters of facilities and infrastructure and finances. For this reason, in madrasah-based management it is necessary to increase the role of the committee.

4.   Recommendations for teachers in madrasah

a)   The teacher's role is very large in the development and implementation of hard skills and soft skills in improving teacher professional competence and is the spearhead of the successful implementation of teacher competency development in madrasas, therefore teacher professional competence must be continuously improved along with the times and developments technology is getting faster, especially the ability of teachers to develop their competencies both in the field of teaching and in other scientific fields such as the use of technology in learning. Teacher creativity is highly demanded in order to be able to provide innovations in the implementation of learning.

b)   In developing and implementing teacher competency development programs to consider and pay more attention to the needs, conditions, and characteristics of their students, so that their students feel comfortable and happy in participating in learning.

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