



Amaliyah Tadris: Teacher Education Training Program for Santri

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Abstract

The *amaliyah tadris* program is implemented to identify and develop the competence of teachers or ustadz early on, through learning practices carried out by students. This is important to improve the quality of teaching in modern boarding schools, which has a direct effect on the progress of santri (student) education. This study aims to analyze how the implementation of *amaliyah tadris* activities as a teacher education provision program for *santri*. The research method in this study uses a qualitative method with a case study approach. Data collection in this study used observation, interview and documentation techniques, data analysis in this study used Miles & Huberman interactive analysis techniques which included data collection, data condensation, data presentation and verification or conclusion drawing, checking the validity of the data in this study using triangulation techniques. The results of the research indicate that the implementation of *amaliyah tadris* activities is effective in building the pedagogical competence of santri as prospective educators. This activity succeeds in preparing santri well through a combination of knowledge, theory, and direct practice, so that they can be better prepared to become ustadz or teachers in the future. Significantly, *amaliyah tadris* activities also contribute to honing the mentality of *santri* as educators, improving their ability to use foreign languages (Arabic and English) in learning, and strengthening their skills in managing discussions and responding more actively to learning dynamics. This implication shows that *amaliyah tadris* not only equips santri with knowledge, but also prepares them practically to carry out their role as professional educators. The new finding of this study is that *amaliyah tadris* activities not only serve as theoretical provision, but also equip santri with practical skills in managing learning that involves the use of foreign languages and increased interaction with learners.

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INTRODUCTION

Pesantren (Islamic boarding schools) are part of educational institutions that aim to provide education, guidance and teaching to their students as educational institutions in general, but emphasize religious education and last for 24 hours (Farhan et al., 2021; Kusumawati & Nurfuadi, 2024). Pesantren is an important essence in the Islamic education system that helps in the formation of a generation with religious character and competitive intellectual abilities (Gumilang & Nurcholis, 2018). Pesantren with its long history has maintained a reputation as an educational institution that is able to maintain consistency in the scope of the world of education until now and continues to develop along with the times (Mansir, 2020).

The development carried out by the majority of modern Islamic boarding schools is to combine formal and informal education systems as a mixed curriculum so that religious knowledge and general knowledge owned by students can go hand in hand (Fauzi et al., 2023). This requires an appropriate teaching method so that it can be a special consideration in offering programs or teaching materials that are implemented considering the importance of teaching methods that must be owned by teachers as human resources and able to be implemented and known properly in the continuity of the learning process (Akbar, 2021).

The 2005 law number 14 concerning teachers and lecturers is a juridical basis for a teacher so that he is able to master various things in implementing learning for students. Mastery of these abilities relates to social, personality, teaching and professional as a form of realization of progress in the scope of the world of education in Indonesia and not just a fantasy (Ali, 2022). The idealism of a teacher must be able to have competence, especially in terms of teaching, because a teacher who does not have skills in teaching can be eliminated as a teacher in the future (Akbar, 2021).

Given the difficulty of honing a skill when compared to knowledge, the need for passive training and planning and must be practiced and developed over time (Firdaus et al., 2022). A teacher is required to be able to master various skills contained in the teaching and learning process which include asking questions, giving changes, confirming, explaining, opening and closing lessons, leading discussions, managing classes, teaching individuals and groups (Mustiko & Trisnawati, 2021). Therefore, teachers are required to have a connection between one skill and another so that they must be able to be well mastered as the core skills of a teacher.

Indirectly, the teacher's competence has a direct correlation to the background and expertise in the field of education he has taken (Hidayat, 2019). This matter is considered important to be able to provide opportunities for students as students to be able to take part in authentic teaching training so that they can become an educator in the future even though they get practical experience (Apriyanti et al., 2024). The form of guidance and teaching is not only given various practical theories but also accompanied by the practice of learning directly within the scope of the learning classroom.

Tarbiyatul Mu'allimin Al-Islamiyah (TMI) as an educational curriculum is an effort to develop the curriculum implemented by Al-Amin Perenduan Islamic Boarding School and followed by the application of many other Islamic boarding schools by its graduate students so that they can find independence in the curriculum, system, material and learning process (Cahyono et al., 2023). All forms of actions, words, sight and hearing passed by students in pesantren life are philosophically part of the education system after experiencing various adjustments to its concepts and principles with the mission of preparing future

generations of Muslim leaders (Suparji & Julianto, 2023).

The characteristics of Tarbiyatul Mu'allimin Al-Islamiah (TMI) are known as an educational institution that trains and prepares prospective teachers in certain scientific fields by combining educational development with the ability of students within the scope of boarding schools (Majid et al., 2021). In this regard, students experience training to be able to teach so that they can prepare themselves to become an educator in the future with a spiritual and social outlook based on Islamic shari'a (Hayarurrohman et al., 2024). The principle of education applied in the Tarbiyatul Mu'allimin Al-Islamiah (TMI) curriculum is that learning methods are more important than learning materials, while an educator is more important than learning methods, then the soul of an educator who is able to instill a spirit of sincerity, sincerity and blessing is more important than the figure of the educator in his work (Minarti et al., 2022).

Amaliyah tadris is a training method activity to be able to improve and prepare students' basic skills to be able to become future teachers in a focused and small scale or better known as microteaching in educational science lectures (Modern et al., 2024; Suparji et al., 2021). This matter aims to be able to improve the function and level of students to be able to carry out their duties as a teacher properly when stepping on grade 6 of *mu'adalah* santri and prepare an educator in the future.

This study aims to analyze how the implementation of *amaliyah tadris* activities as a teacher education training program for santri. The main focus of this research is to understand the process and impact of *amaliyah tadris* activities designed to prepare santri to become competent teachers. Through this activity, it is hoped that santri can gain the pedagogical skills needed in managing learning, as well as equipping them with practical understanding that can be applied when they plunge into becoming educators in the future.

The difference between this research and previous research lies in its more specific focus on the implementation of *amaliyah tadris* activities as a form of teacher preparation. Previously, many studies emphasized aspects of educational theory or teacher competence in general, but this study highlights the application of the theory in direct practice through *amaliyah tadris* activities. This study also includes aspects of using foreign languages in learning and managing active discussions, which are not widely discussed in previous studies that are more oriented towards conventional educational theory. The novelty of this research is the emphasis on the use of foreign languages in learning, improving classroom management skills, and strengthening the mentality of santri as prospective educators through a more comprehensive and structured debriefing method.

METHODS

This research method applies a qualitative research method with a case study approach, regarding which the researcher seeks to describe various things that occur within the scope of education so that it can be easily understood by the general public (Camelia, 2020; Engkizar et al., 2023; Sugiyono, 2016). The location of this research is in one of the Islamic boarding schools in Indonesia that implements the Tarbiyatul Mu'allimin Al-Islamiah (TMI) Education curriculum and implements *amaliyah tadris* for 3rd grade Aliyah or 6th grade *mu'adalah* students. The research informants amounted to 7 informants including teacher of the pesantren, principal of madrasah, deputy head of madrasah for curriculum, head of *amaliyah tadris* committee, *amaliyah tadris* supervisor and representative of male and female *amaliyah tadris*

participants. Research data were collected using observation, interview and documentation techniques (Engkizar et al., 2022). The data analysis technique uses the Miles and Huberman interactive technique model which includes data collection, data condensation, data presentation and verification or conclusion drawing (Huberman & Miles, 2002). Then to test the validity of the data using time triangulation, technical triangulation and source triangulation techniques (Abdillah & Himmah, 2025; Moleong, 2021; Sabiruddin et al., 2021; Wulandari et al., 2022; Wyananda et al., 2022).

RESULT AND DISCUSSION

Planning *amaliyah tadris* activities as an effort to build teaching competence

Planning is a form of strategy used as an effort to convey learning material related to the environment, nature and sequence that provides learning experiences for students as learners (Murniyetti et al., 2023). In general, the planning contained in the learning strategy can be interpreted as a method or learning technique which is part of the teaching strategy so that it can achieve the objectives of implementing the process (Engkizar et al., 2022). The form of the strategy is prepared to be able to prepare various things to be done when implementing learning in the classroom.

Based on the results obtained from interviews, observations and documentation, it can be seen that Al-Ishlah Jenggawah Islamic Boarding School has prepared a lesson plan (teaching module) for students properly through the guidance of the teacher of the subject to be taught, this matter is an effort to be able to harmonize theory and practice in a lesson studied by every final grade student or grade 6 *mu'adalah* or grade 6 Madrasah Aliyah (MA) which is guided by the *tarbiyah amaliyah* companion book which contains various activities from the opening to the evaluation stage. The planning concept strategy for the *amaliyah tadris* activities that have been implemented is as follows.

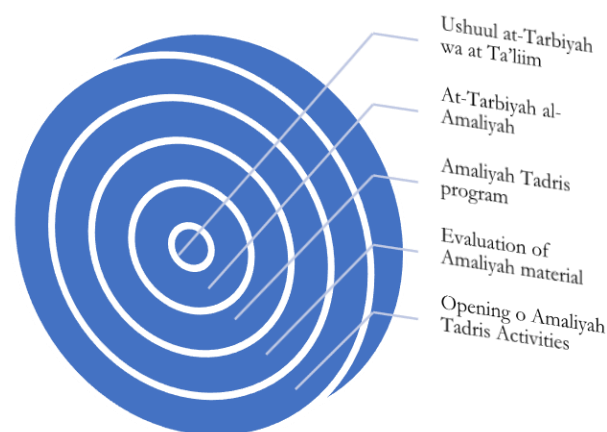


Fig 1. The concept strategy for planning *amaliyah tadris* activities

Based on the picture above, it is explained that first, namely studying the material content of *Ushuul at-Tarbiyah wa at Ta'lim* which includes various theoretical skills related to the obligations of an educator in teaching. This is in accordance with the theory of standardization of teacher teaching competence which reveals that pedagogical competence as the core competence of a teacher is mastering learning theory and the principles of

learning educational work, therefore demanding a specialization in understanding theory in certain subject areas so that it can understand the principles and theories of learning (Utirahman, 2020). Another opinion reveals that planning is a form of implementation of the scientific method in the preparation of a policy so that it can become a scientific discipline and provide benefits to the realm of knowledge (Aprilia et al., 2020; Syaputra, 2022). Revealed that a teacher must master the principles and theories of learning because of the different characteristics of students, talents, interests and characteristics that cannot be equated with one another. This matter for a teacher is required to go through basic education related to the application of educational theory so that he can compile a learning design that is in accordance with various educational theories on the characteristics of students as a form of effort to obtain maximum learning outcomes (Jelita et al., 2023).

The second is related to learning material *at-Tarbiyah al-Amaliyah* which contains various characteristics that must be possessed by a teacher including noble character, sincerity, understanding the rules of learning, breaking through students' language understanding and having a serious interest in the field of learning so that it can be carried out happily and contains material related to learning steps starting from introductions, opening activities, core activities that include delivering material and linking, drawing conclusions, closing and preparing lesson plans (teaching modules). This matter is based on the government regulation of the Republic of Indonesia of 2008 number 74 article 3 paragraph 3 concerning teachers which reveals that the professional competence of a teacher is a form of a teacher's ability to master one field of knowledge in learning, cultural arts or technology (Mariyat & Saifulloh, 2020).

Third, the first *amaliyah tadris* activity as a form of benchmark for the implementation of practice and demonstration of students who want to continue or practice teaching. The form of the activity was attended by all elements concerned in the successful implementation of activities which included the caregiver of the boarding school, the head of the madrasah, the deputy head of the madrasah in the field of curriculum, the chairman of the *amaliyah tadris* committee, the *amaliyah tadris* supervisor and all male and female *amaliyah tadris* participants and the teacher of the subject to be practiced. In this activity, all participants present were required to record and evaluate various things encountered during the implementation of the activity. This matter is based on the regulation of the Minister of National Education of the Republic of Indonesia in 2007 number 16 relating to the qualifications of academic standardization and teacher competence which reveals that part of the core pedagogical competence of a teacher is to be able to reflect so that it can improve and improve the quality of learning in the future through the preparation of improvements from communication of learning evaluation results (Billah & Amani, 2024).

Fourth, the evaluation of *amaliyah tadris* material as a form of effort to be able to harmonize or become a benchmark for the level of understanding of students who want to carry out *amaliyah tadris* activities as learning practices. This matter can be reviewed from the results of the scores obtained, namely if you get a score that does not meet the minimum completeness criteria (KKM), the average score is below 6.00, you must repeat or do remedial so that you can exceed the limit provisions. This matter is carried out based on the regulation of the Minister of National Education of the Republic of Indonesia in 2007 number 16 relating to the standardization of academic qualifications and teacher competencies which reveals that the core qualifications that must be possessed by a teacher are being able to master the process, results and

evaluation of learning academically through understanding the various principles of implementation tailored to the personality of the teaching subject (Dahlan, R & Maulana, 2022). Furthermore Salsabila et al., (2024) revealed that the core competence of a teacher in the pedagogical realm is to be able to provide facilities for developing the potential of students so that they can actualize their various potentials in every learning implementation through development in every meeting.

Fifth, the opening ceremony of *amaliyah tadris* activities for students who want to carry out the practice of teaching, at that stage the caregiver, the head of the madrasa and the chairman of the activity organizing committee briefed the systematic planning, implementation to the evaluation stage of its activities with the hope that the activities to be carried out will have a significant positive impact on the development of the world of education in the future. This matter is in line with the regulation of the Minister of National Education of the Republic of Indonesia in 2007 number 16 concerning the standardization of academic qualifications and teacher competencies, which standardizes these competencies into a core competency that must be possessed by teachers in pedagogical competence so that they can carry out the learning process properly (Arifin et al., 2023). Then Sudjana, (2019) revealed that globally there are several stages that must be passed by teachers in developing learning strategies, namely pre-instructional (beginning stage), instructional (teaching stage), and assessment (follow-up).

Implementation of *amaliyah tadris* activities as an effort to build teaching competence

Implementation is a form of implementation or realization of a plan that has been well prepared before taking action. In the activities of *amaliyah tadris*, students must be able to apply various teaching steps that have been prepared previously as a form of effort to obtain results that are in accordance with the objectives and can pass the teaching practice exam.

Based on the results obtained from interviews, observations and documentation, it can be seen that there are several things that are the focus of attention in its implementation, namely for the organizing committee or supervisor, it is hoped that they will be able to complete the guidance session properly for students who want to carry out *amaliyah tadris* activities, considering that these students are still experiencing the first phase of learning to become a good educator with limited knowledge both in theory and material or learning media and not all of them master the entire contents of the teaching module well so that they require intense assistance.

Teaching, which can be interpreted as an art, has no specific limitations related to the various provisions that must be carried out patently, but for a teacher must master the basis of teaching and must be added and passed in every learning process (Musyayyidah et al., 2024). The learning technique that must be carried out by every santri who wants to carry out *amaliyah tadris* activities is required to be able to go through several stages of the learning process which includes opening activities, core activities and closing activities (Nurnaesih & Muin, 2024). In the standardization of teaching competency assessment carried out in *amaliyah tadris* activities can be reviewed through two aspects, namely the accuracy of learning which includes the accuracy of planning the learning process as stated in the teaching module which includes determining the learning process to the learning evaluation stage and suitability in learning which can be reviewed from the use of learning language, the suitability of the teaching module and the implementation of learning and the attitude of a teacher when implementing learning (Abdul et al., 2024).

Revealed that a teacher is required to master various basic steps as a skill in preparing a lesson plan (teaching module) and carried out properly which includes opening activities, core activities and closing activities, explaining learning material, mastering the classroom, having varied skills in asking and answering questions and being able to develop media and learning tools properly, developing teaching materials and utilizing technology and the surrounding environment as a medium for learning students and having the skills to be able to carry out assessments of the learning process to be skilled in carrying out the virtual learning process (Sudjana, 2019).

Government Regulation of the Republic of Indonesia 2018 number 74 article 3 paragraph 2 reveals that professional competence is a form of a teacher's ability to master a certain scientific field, cultural arts and learning technology so that it can be implemented in the learning process which includes i). Able to understand the subjects to be taught, ii). Able to adjust the learning process, iii). Able to utilize learning methods, facilities and learning resources properly, iv). Able to evaluate and assess the results of the implementation of the learning process properly, v). And able to provide continuous guidance to students (Tsabitah & Fitria, 2021).

Implications of the implementation of *amaliyah tadris* activities as a form of efforts to build teaching competence

Implication is the impact or result of activities, events, words or actions that are implied or suggested. The implication of the implementation of *amaliyah tadris* activities as a form of effort to build teaching competence is an increase in pedagogical abilities for students as students as future educators through mental training, knowledge, theory and various other abilities.

The *amaliyah tadris* activity is carried out with the aim of being able to build the quality and quality of learning in the realm of teacher competence in terms of teaching so that it can have a positive impact on students as students to be able to become educators in the future, this matter is a forum for training and learning various theories and frameworks of thinking about an educator so that it can provide benefits to society at large (Salsabila et al., 2024). *Amaliyah tadris* activities contribute positively to increasing competence in teaching a teacher by providing briefings and professional direction so as to add insight into the professionalism of a teacher to students through the preparation of learning programs, objectives, materials, methods to evaluation materials as contained in the teaching module (Billah & Amani, 2024).

Based on the results obtained from observations, interviews and documentation that have been carried out, it can be seen that there is a paradigm difference between teachers as educators and students as learners who are playing the role of educators so that the form of real implications has not been seen in real terms as a professional educator. This matter provides a gap between the preparation time that is ripe to be able to provide implications that are in accordance with the standard, but globally the *amaliyah tadris* activities have provided positive implications for efforts to build the teaching competence of santri as learners who are learning to become educators in increasing pedagogical competence, increasing the mentality of santri in the learning process and increasing the mastery of foreign languages in the learning process (Arabic and English) and being able to compile and provide evaluation material in each activity implementation as standardized as determined and able to respond directly in the events they are experiencing.

This matter is in line with the theory Mariyat & Saifulloh, (2020) which reveals that in general, talent can be obtained by a teacher through learning activities that have applied learning methods well, motivating the use of simple

but effective learning media, discipline and authority, socializing and dedication and loving the teaching profession as a form of concern for the learning process. While on the other hand Dahlan, R & Maulana, (2022) revealed that a teacher must have good character, be respectful and have firmness, know the different characteristics of students and master the subject matter.

Amaliyah tadris activities have shown positive results, there are gaps that need further attention. One of the interesting findings in this study is the difference in paradigms between teachers as educators and santri who are acting as prospective educators. Although the santri have received in-depth training, they have not been able to fully play their role as educators professionally. This shows that the debriefing and training process does require a longer time to actually achieve the expected competency standards. This gap in preparation time is a major challenge in ensuring that santri can immediately have a significant impact in the educational context. Therefore, it is important to continuously evaluate and improve the *amaliyah tadris* program to better prepare the santri for their role as professional educators.

When associated with existing theories, this finding confirms the opinion of Pandiangan, (2019) which states that a competent teacher can be created through the application of good learning methods, the use of effective learning media, and having an attitude of discipline, authority, and being able to love the teaching profession. This is in line with what was found in this study, where students who participated in *amaliyah tadris* activities began to develop a professional attitude in teaching. However, the results of this study also show that there is room for improvement in terms of time management and their readiness to fully play the role of educators. On the other hand, the opinion Dahlan, R & Maulana, (2022) which states that a teacher must have good character, be respectful, and master the subject matter, is also in line with the findings of this study. The santri who participated in *amaliyah tadris* have shown an increase in mastery of the subject matter, but they still need time to truly develop the character and attitudes needed in the teaching profession.

Furthermore, from the results of this study, it can be seen that *amaliyah tadris* activities not only have a positive impact on building pedagogical competence, but also help improve the mentality of students as prospective educators. The mentality in question is an attitude or mindset that supports students to have great responsibility in carrying out their profession as educators. The experience gained during *amaliyah tadris* activities makes students more mentally and emotionally prepared to face the challenges of being a teacher in the future. The program also encourages santri to be more active in managing classes and interacting with students, which in turn strengthens their communication skills, both using Arabic and English. This is in line with the findings of (Billah & Amani, 2024), who revealed that *amaliyah tadris* activities contribute positively to the professionalism of santri in teaching, including in planning and implementing lessons using various appropriate methods.

In this context, the findings of this study make an important contribution to the development of teacher education, especially in Islamic boarding schools. The *amaliyah tadris* activity is proven to be effective in equipping students with the skills and attitudes needed to become a professional educator. However, this study also shows that to achieve this goal, improvements are needed in terms of preparation time and more structured management of the debriefing program. Thus, the results of this study can be used as material for further evaluation and development in designing a more

effective and efficient teacher training program. As a practical implication, the *amaliyah tadrīs* program can be a model for developing teaching competencies in various other educational institutions, especially in preparing a generation of educators who are more qualified and ready to face challenges in the world of education.

CONCLUSION

Based on the results of the research, it can be concluded that *amaliyah tadrīs* activities play an important role in preparing santri as competent prospective religious teachers in the future. This activity is carefully designed to provide debriefing related to knowledge, theory, and direct practice before they plunge as ustadz or teachers. Before carrying out teaching practices, the students first receive guidance which includes various steps, such as opening, core activities, drawing conclusions, and closing. The implementation of *amaliyah tadrīs* activities can significantly build the pedagogical competence of the students, hone their mentality as educators, formalize the use of foreign languages (Arabic and English) in learning, arrange discussion groups, and encourage active involvement of students in the learning process.

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