



Analysis of The Teacher'S Role in Learning Management in a Talent-Based Curriculum

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Abstract: The talent-based curriculum is a school-specific curriculum developed by SMA INS Kayutanam. This curriculum guides principals and teachers to develop their learning management. The purpose of this research is to analyze the teacher's role in learning management in the talent-based curriculum that has been implemented in the school. The approach used is a qualitative approach with a case study research method. Data collection tools in this study are interviews and observation. The results of the study concluded that the teacher's role in talent-based curriculum management: a) learning planning, which is seen in the preparation of talented lesson plans and syllabus b) implementation of learning as a learning facilitator to control students so they do not make uniform work, and c) assessment of learning outcomes carried out namely the assessment of the competency-based testing system approach. The implications of the research are to be carried out by the SMA INS Kayutanam by conducting professional teacher development in the development of a school-specific curriculum.

Abstrak: Kurikulum Berbasis Bakat merupakan kurikulum khusus sekolah yang dikembangkan oleh SMA INS Kayutanam. Kurikulum ini membimbing kepala sekolah dan guru untuk mengembangkan manajemen pembelajaran mereka. Tujuan penelitian ini adalah untuk menganalisis peran guru dalam pengelolaan pembelajaran pada kurikulum berbasis bakat yang telah diterapkan di sekolah. Pendekatan yang digunakan adalah pendekatan kualitatif dengan metode penelitian studi kasus. Alat pengumpulan data dalam penelitian ini adalah wawancara dan observasi. Hasil penelitian menyimpulkan bahwa peran guru dalam pengelolaan kurikulum berbasis bakat: a) perencanaan pembelajaran, yang terlihat pada penyusunan RPP dan silabus bakat b) pelaksanaan pembelajaran sebagai fasilitator pembelajaran untuk mengontrol siswa agar tidak menyeragamkan pekerjaan, dan c) penilaian hasil belajar yang dilakukan yaitu penilaian dengan pendekatan sistem pengujian berbasis kompetensi. Implikasi dari penelitian yang akan dilakukan oleh SMA INS Kayutanam dengan melakukan pembinaan keprofesian guru dalam pengembangan kurikulum khusus sekolah.

Keywords : Teacher's Role, Learning Management, Talent-Based Curriculum.

INTRODUCTION

The curriculum is an educational component that guides achieving learning in the teaching unit and the classroom setting. Since independence, curriculum changes and developments have occurred in Indonesia (Setiawan & Suwandi, 2022). From time to time, the content of education continues to develop along with the development of increasingly advanced science, society, and culture.

An education system that contains character values and liberating education. SMA Plus INS Kayutanam is a school established before the birth of Indonesia. It aims to improve the living standards of Indonesian people who are more independent and do not know silence. The INS education system was born from the thoughts of Mohammad Sjafei, who were poured into values to educate students. These noble values educate students to become human beings with independent character, hard-working humans, responsible humans, humans who dare to live freely and not depend on others, and humans who dare to open their businesses (Sukirman, 2020). Since 2007, INS has implemented Kurikulum Tingkat Satuan Pendidikan (KTSP) until 2016, then the combination of KTSP with Mohammad Sjafei's program is called a talent-based curriculum. The Talent-Based Curriculum was implemented in 2007 after Azwar Anas led the Badan Waqaf INS. However, data on the number of students in that year was far from expectations (Wati & Asri, 2021).

The general perception of society today is that the low quality of education is due to the lack of ability of teachers to educate, teach, and train their students. Teachers are the implementers of the teaching and learning process in schools, and the success of their teaching will determine the success of education in general (Lawrence & Tar, 2018).

Teachers are at the forefront of education in Indonesia. The success of education is in his hands. Teachers are people who deal directly with students in class as part of learning. Teachers have an essential role in providing students with good academic, skill, emotional, moral and spiritual qualities. Supporting all that takes highly qualified, competent, and dedicated teachers to carry out their duties (Lee, 2018). The teacher's role in learning management in the talent-based curriculum can be seen from the role played by the teacher during the learning planning process, learning implementation, and learning assessment.

(Peters et al., 2021) states that teachers have not been prepared to educate talented children, so they are often unable to meet the needs of these children. The curriculum is always processed and improved, but teachers' competence, characteristics, and skills are not paid attention to (Mohamed et al., 2017).

The same research conducted by (Asyhuri, 2017) found that developing a talent-based curriculum at PPMI Assalaam tends to be the Tyler model. The indicators are as follows: First, the weight of this curriculum development begins with educational goals. Second, teachers and students are not involved in program development; only officials, starting from the foundation's board, Islamic boarding schools and madrasa heads. If so, it can be said that they do not consider students' potential because they have uniformity in the program. In fact, according to education experts, one of the characteristics of educational programs is the relationship between academic programs and interests, abilities, and individual differences between students. If something is ignored, the service does not affect student dissatisfaction.

In contrast to the research conducted in this article, the Ruang Pendidik INS Kayutanam was chosen as the object of this research

because there are things that the author feels are unique, namely flexibility in service, the students in it are served according to their interests and talents. Ruang Pendidik Indonesisch Nederland School, or now the Institute National Sjafei Kayutanam, is one of three indigenous schools established before the proclamation of Indonesian independence. From its establishment until the war of independence, this college has flown its name along with the name of the Taman Siswa college founded by Ki Hajar Dewantara on the island of Java. The curriculum developed at INS Kayutanam is a talent-based high school curriculum. This curriculum provides guidance for principals and teachers at INS Kayutanam West Sumatra to create a program of activities, implementation of activities and assessments (Hanani et al., 2019). Each subject design for the Ruang Pendidik INS Kayutanam is directed at building and developing the talents of its students (Illahi, 2019).

Therefore, it is necessary to research the talent-based curriculum in the INS Kayutanam Educator Room, directed inward with a research focus, namely "the role of teachers in learning management in the talent-based curriculum implemented far." Research questions: 1) What is the role of talented teachers in planning to learn; 2) what is the role of talented teachers in carrying out learning; and 3) what is the role of the talented teacher in assessing learning outcomes?. This research is expected to provide input and improvements to the next steps of curriculum development by the vision and mission of the institution.

METHOD

Research methods

This research uses a qualitative approach with case study research methods. This case study method investigates an event or series of events related to the specific purpose of describing and explaining a particular phenomenon.

Research time

This research was conducted from March to August 2016. This research was conducted in the Educators Room of INS Kayutanam which is located at Jalan Padang Bukittinggi KM 53 Palabihan, Kayutanam District, Padang Pariaman Regency, West Sumatra.

Population and Sample

In qualitative research, the population is a social situation consisting of three elements: location, actors, and activities that interact differently. Social problems can be presented in family, school, company, and other environments that serve as objects of deepening relationships with existing cases. Qualitatively, the sample is not referred to as respondents but as resource persons, informants or participants in the study. In this study, the data source was involved in implementing the Ruang Pendidik INS Kayutanam curriculum.

Research Procedure

This study used a single intertwined case design. The research procedure is shown in Figure 1.

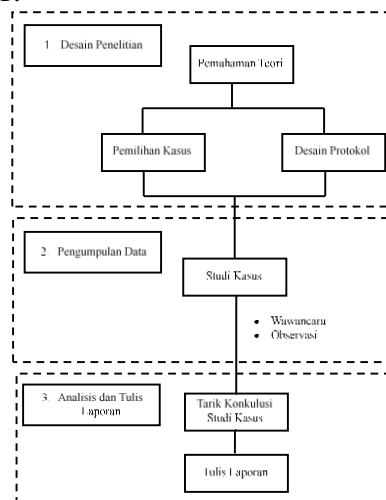


Figure 1.

The research procedure

Data, Instruments, and Data Collection Techniques

The data in this study are qualitative with a research focus, namely on the role of teachers in learning management in the talent curriculum. Thus, the research data source is primary data, namely direct data from data sources in the form of people involved in talent-based learning management in the Ruang Pendidik INS Kayutanam. In addition, this research data source is a secondary source, for example, related to the implementation of the curriculum. In this study, the data collection techniques were: 1) interview; this study used semi-structured interview techniques.

The semi-directive interview technique was carried out through question and answer with informants to obtain clear, detailed and in-depth data. In addition, by conducting interviews, researchers can enter the world of thoughts and feelings of the informant. 2) Observation, this passive participatory observation is carried out in schools and classrooms to observe teaching and learning activities, teacher preparations for teaching, how teachers assess student learning processes and outcomes, and student activities responding to the teaching system provided by the teacher. This observation activity was carried out repeatedly until all the necessary data were obtained.

Data Analysis

The process of data analysis for this research is divided into two stages. 1) Pre-analysis in the field, qualitative process before conducting the survey, researchers conducted data analysis in secondary data. In this case, the interim analysis determines the focus used as a case study. 2) Analysis during field use and after completion of field use: The analysis for this study was carried out during continuous data collection and after completion of data collection for a specified period. The data analysis process continues until the data is

saturated. Stages of data analysis during research in this field: reduction, data display, concluding/verification.

RESULTS AND DISCUSSION

The Role of Talented Teachers In Planning To Learn

Lesson Planning

The lesson plan designed by the talented teacher includes details of the effective week, annual program, a semester program, syllabus, lesson plans, and Minimum Mastery Criteria. As for this research, learning planning focuses on the talented syllabus and talented lesson plans.

The results of an interview with a craft talent teacher on March 18, 2016, obtained information that:

“The syllabus and lesson plans developed by the teacher are sourced from the 2006 curriculum, a talent-based curriculum, and the training taught. Talent teachers are still using the syllabus and lesson plans obtained during the first training. The training was held in March – June 2008 in collaboration between the Foundation and the Ministry of National Education.”

The principal confirmed what the craft teacher said. The principal informs that:

“The syllabus format is designed based on the format received during the training. The format is not much different from the syllabus format from the 2006 curriculum, only that there is an addition to the talent aspect column. For the preparation of the syllabus, the school leaves it entirely to the teacher. Talent teachers do it themselves by following the existing format.”

Before compiling the syllabus, the talent teacher usually surveys the state of the available tools. In addition, materials that exist in the school environment can be utilized.

Interviews conducted on March 22, 2016, with Craft Arts teachers that:

“Before compiling the syllabus, the teacher must look at the state of the materials and tools used to make crafts. If not, there must be other alternatives, including changing the syllabus. In other words, a talented syllabus created by a teacher must pay attention to the school environment and circumstances.”

The syllabus developed by the talent teacher outlines grade and semester levels, subjects, aspects, competency standards, essential competencies, learning subject matter, talent aspects, learning scenarios, assessments, time allocation, and learning resources.

The syllabus of talents compiled by talented teachers in the Ruang Pendidik INS Kayutanam is based on Content Standards, KTSP, School Vision and Mission, and Competency Profiles of Ruang Pendidik INS Kayutanam Graduates.

From interviews with several talented teachers, it was found that the steps taken by the teacher in preparing the talented syllabus are as follows:

Syllabus Identity

The talent teacher affixes a general identity at this stage: grade level, semester, subject, aspect, and competency standard.

Analyzing Competency Standards and Basic Competencies

The talent teacher said that the INS Kayutanam Educator Room had not found a standard reference for each Competency Standard and Basic Competence. Therefore, considering that the talent-based curriculum is a school-specific curriculum, teachers formulate Competency Standards – Basic Competencies of subjects sourced from references found themselves.

Creating Indicators

Talent teachers understand well and are fully aware that indicators are essential competencies specifically used to measure competencies that students will achieve. Therefore, talented teachers develop learning

indicators that focus on learning according to the context; students are required to manipulate objects, tools, and materials available in the school environment and closest to students' world.

Determining the Main Learning Materials

The talented teacher then determines the subject matter, adjusting to the essential competencies. According to the qualified teacher, the preparation of the primary material is considered with the ability of the school and all its learning supports.

Talent Aspect

Talent teachers state that education must be able to develop creativity and empower the abilities that can be created (potential). Students' innate talents (talents) so that students can face and solve life problems they face. In addition, education must touch on the possibility of conscience/nature/talent and the potential competence of students. The concept of education feels even more critical when someone has to enter real life in society because students must be able to apply what they learn in school to overcome the problems faced in everyday life now and in the future.

The talent aspect shows the possibility of one (or more) students acquiring talent through skills lessons. Graphic design skills are expected for this talent to grow and develop. For example, in the Graphic Design subject, the talent aspects shown are: Printing Entrepreneur, Advertising Entrepreneur, Graphic Designer, Cartoonist, Product Designer, Batik Designer, Illustrator, Image Editor, Honest, and Has Noble Morals.

Learning Scenario

The learning scenarios prepared by the talented teachers are the steps that will be taken to achieve essential competencies and learning indicators.

Assessment

The assessment carried out by the teacher consists of three assessments such as process assessment, work assessment, and attitude assessment. Process assessments include

preparing tools, student designs before working, working processes, finishing, and activeness during the learning process. Everything is done so that the review is relevant. Assessment of the work is used to assess whether or not the work that students have made. Then, if there is no attitude assessment, students will be undisciplined by the teacher.

Time Allocation

The time allocation given for each talent is different according to the time allocation that has been set in the curriculum structure.

Learning Resources

Determination of learning resources for learning activities still relies on the state of the facilities, environment and natural surroundings. Like using the books available in the school library, the library is used because it can add insight to students, such as adding insight into the coloring process and finishing works. Workshops are used because there are tools used to do work; there are also the results of previous works. As well as internet facilities, students do not miss information with the latest craft results and add ideas.

The format of the talented syllabus used is shown in Figure 2:

SILABUS SMA INS KAYUTANAM							
Kelas/Semester :							
Mata Pelajaran :							
Aspek :							
Standar Kompetensi :							
Kompetensi Dasar	Indikator	Materi Pokok Pembelajaran	Aspek Talenta	Skenario Pembelajaran	Penilaian	Alokasi Waktu (jam)	Sumbu Belajar
1	2	3	4	5	6	7	8

**Figure 2:
Talented Syllabus**

Interview with a craft teacher on May 3, 2016, with the question that the talented lesson plans developed were based on the previously developed syllabus. In this case, talented teachers are more guided and direct learning activities adjusted to the indicators to be achieved at the application level.

From the interviews, it was found that the steps taken by talented teachers in preparing the Talented Lesson Plan are not much different from the syllabus of the talented. The steps are as follows: a) Identity of the Lesson Plan; b) Competency Standards; c) Basic Competence; d) Indicators; f) Learning Objectives; g) Teaching Materials; h) Talent Aspect; i) Learning Methods and Models; j) Learning Activities; k) Learning Assessment, and l) Learning Resources.

The format of the Talented Lesson Plan used is shown in the following figure 3:

SMA RUANG PENDIDIK INS KAYUTANAM RENCANA PELAKSANAAN PEMBELAJARAN	
RUANG KREASI	:
SEMESTER	:
MATA PELAJARAN	:
PROGRAM STUDI	:
JUMLAH PERTEMUAN	:
STANDAR KOMPETENSI:	:
ALOKASI WAKTU	:
I. KOMPETENSI DASAR	
II. INDIKATOR	
III. TUJUAN PEMBELAJARAN	
IV. MATERI AJAR	
V. ASPEK TALENTA	
VI. METODA DAN MODEL PEMBELAJARAN	
A. METODA	
B. MODEL	
VII. KEGIATAN PEMBELAJARAN	
A. PENDAHULUAN	
B. INTI KEGIATAN	
C. PENUTUP	
VIII. PENILAIAN BELAJAR	
IX. SUMBER BELAJAR	

**Figure 3:
Talented Lesson Plan**

The Role of Talented Teachers in Carrying Out Learning

The implementation of the talent-based curriculum prioritizes the process rather than the product. A successful teacher is a teacher who can motivate students to work and make according to the available materials and tools. Students should not think that they are not working because there are no materials and tools. Students are trained to get used to finding ways with their minds. This means that students must be able to take advantage of the available facilities and the natural surroundings.

Interviews with talented teachers obtained information that:

"To develop students' creativity, before starting the teaching and learning process, they must make a design that they will work on. The design may be in the form of simple drawings and may also be according to the framework in his mind."

During the implementation of learning, the teacher controls students so that they do not make something uniform because students are accustomed to making something different from their friends. The teacher may ask about the design created by the students but cannot dictate it. However, the invention should not be uniform because students have different talents and interests. For this reason, students are allowed to imitate a model exactly, but it would be better if students replicated in value.

The learning implementation consists of three main activities: preliminary activities, core activities, and closing activities. Each performance of learning activities is carried out for 3 x 45 minutes starting at 13.45 WIB.

The performance of the preliminary activities began with reading the Surah Al - Fatihah, which was added to the reading of short Surahs of the Al - Quran. After that, the teacher explains aspects of the talents that were developed at that time; for example, in the craft arts, the teacher conveys that the talent of book writers on handicrafts will grow by studying this material. Finally, the observations on the implementation of learning for each talent were carried out starting on April 11 - 28, 2016.

The introductory activity, activity begins with praying. It is different for silat and dance talents; the opening and closing activities vary. As for the prayers said, among others, "Yaa Allah, Yaa Rabbi, I ask for Your pleasure, protect me in this practice. You are the one who protects Yaa Allah. With Al-Fatihah, I submit my request to You to the end (then read Taawuz, Basmallah, Al-Fatihah). Aamiin".

After reading the prayer, it is continued by doing warm-up exercises. The sequence of warm-up exercises is as follows: a) head movement with all its variations; b) arm movement in all its variations; c) body movements in all their variations; d) limb movements in all their variations and e) the whole warm-up movement.

In the core activity of implementing learning, the teacher conveys the material using the demonstration method. After that, students respond to the material presented by the teacher in the form of questions. Then, in further learning, students are given the freedom to work on the work that has been designed.

The approach used by teachers in learning activities is the student center. This is by what was conveyed by Engkoe Mohammad Sjafei that "students as far as possible become subjects, teachers as much as possible become objects." Therefore, being a teacher is not easy because it deals with the diverse personalities of students.

Learning activities use creative, active learning strategies. In these activities, the teacher serves as a facilitator, and the teacher is ready to guide students if needed. When carrying out this method, the teacher does not only watch and command but participates and gives little instructions.

The closing activity is carried out with the teacher and students reflecting on the material that has been studied. After that, it was continued with a grateful prayer marking the end of the lesson.

It is also different in martial arts and dance talents. From the observations of closing activities carried out by silat and dance talents, the teacher and students prayed together after learning reflection. The said prayers include: "Yaa Allah, Yaa Rabbi, I ask for Your pleasure. Heal the servant's illness, both physical and mental illness. You are the Healer, Yaa Allah, with Al-Fatihah; I submit my request to You." After that, take as many

breaths as possible while chanting Taawuz and Basmallah in your heart, then hold your breath. While keeping your breath, read Al-Fatihah once. Then exhale slowly while reading Hu .. Akbar .. to the end. Then take a breath. After that, breathe as much as possible while reciting Allah, and rerelease it by repeating Hu... Akbar.. do it continuously until the breath is stable. Then, take another new breath, and continue the treatment practice until you can reach seven Al-Fatihah.

The Role of The Talented Teacher in Assessing Learning Outcomes

The vice-principal also said that the philosophy used as a source in the preparation of learning assessments was as follows:

“The assessment on the talent-based curriculum designed by Ruang Pendidik INS Kayutanam rests on the philosophy of the INS education system, namely “Be you be you”; the school functions to hone the intelligence and reason of students, not to form another human being from himself;”

Freedom of thought, independence (within the corridor of nationality and religious values), to achieve the goals and desires that each student wants to achieve, and morality are the intense colors of INS Kayutanam's educational philosophy. In addition, the work ethic and entrepreneurial spirit are a critical part of the academic 'character' of Ruang Pendidik INS Kayutanam, which Engku Mohammad Sjaf'e'i always instills in all students.

When asked about the measurements used in the learning assessment, the Curriculum Representative answered that:

"Talent-Based Curriculum uses competency achievement diagrams as a benchmark for students' learning mastery; therefore the assessment used is Competency-Based Assessment which is carried out continuously and integrated

by paying attention to the cognitive, psychomotor and affective domains."

As a competency-based testing system approach, the assessment system needs to build and, at the same time, answer the following questions: a) What is being assessed?; b) Why do we judge it?; c) When do we assess it?; d) Where is the assessment conducted?; e) How much evidence is required?; f) Who does the evaluation?; and g) Who is the result of the assessment for?

The planned competency-based assessment system is a continuous assessment system. Straight in the sense that all component indicators are made because the results are analyzed to determine the competencies possessed and those that have not. For this purpose, various assessment types are used: oral questions in class, quizzes, daily tests, homework assignments, and semester tests.

The assessment of the talent-based curriculum is divided into two groups: the review for the aesthetics subject group and the evaluation for the sports subject group.

Assessment of learning outcomes of aesthetic subject groups is carried out by observing changes in behavior and attitudes to assess the development of students' affective and psychomotor expressions. Observations made to determine groups of aesthetic subjects can use indicators: a) art appreciation, b) artistic creations, and c) other criteria can be developed by the education unit. The education unit determines the final assessment result, which combines the assessment results from several observations.

Assessment of learning outcomes for groups of physical, sports, and health subjects through observing changes in behavior and attitudes to assess students' psychomotor and affective development. Observations made to determine groups of material, sports, and health subjects can use indicators: a) cooperation with other students in a sports team; b) clean living habits; c) no smoking; d) time discipline; f)

skills to perform sports movements; g) the education unit can develop other criteria.

Tests and assignments are carried out by academic units with exam materials based on the curriculum used. The final assessment results consist of two aspects, each of which must be at least good: a) the results of observations on the development of behavior are at least good, and b) the minimum test results and assignments are good.

Students are helped to identify and state the possibility of obstacles to meeting their learning needs, both within and outside. Thus, the Talented Learning Implementation Plan is essentially a system interconnected and interacts with each other and contains the implementation steps to achieve goals or build competence. The implementation of learning is essentially a process of interaction between students and their environment so that changes in behavior occur for the better; as expressed by that learning is an effort to manage the climate intentionally so that someone learns to behave in specific ways under certain conditions (Bereiter & Scardamalia, 2018). From the description above, it is clear that the learning process is an environmental management referred to like school and managed so that a person or student can learn to behave in a better direction.

Fostering familiarity needs to be done to create a conducive learning climate for the formation of student competencies to create a harmonious relationship between teachers as facilitators and students and between students and students. In this case, students need to be done as individuals who have individual similarities and differences. Students need to get to know each other first. Establishing a friendly atmosphere is very important to developing an open attitude in learning activities and forming student competencies.

Understanding students' initial abilities regarding teaching materials will be used as a topic in the learning process. This pre-test has many uses in exploring the learning process

that will be implemented. Therefore, pre-test plays an essential role in the learning process. Knowing the students' level of progress in connection with the learning process carried out.

Knowing where the learning process should start, which competencies are mastered by students, and competencies that need particular emphasis and attention. The core learning activities include delivering information about standard material, discussing common material to build student competencies, and exchanging experiences and opinions in discussing standard material or solving everyday problems. The core learning activities need to be carried out calmly and pleasantly; this demands teacher activity and creativity in creating a conducive environment. The pre-test results must be checked immediately before implementing the core learning process to achieve the third and fourth functions.

Students' task is to learn, while their responsibilities include their involvement in coaching and developing learning activities agreed upon and determined together during program preparation. In implementing this activity, students who the teacher assists involve themselves in the learning process. The core learning activities include various steps that need to be taken by students and teachers as facilitators to realize essential competencies. Based on the Basic Competency Standards outlined in the lesson plans, the teacher explains the minimum competencies that students must achieve and how to learn individually. Distribute standard materials or learning resources in handouts and photocopies of some of the materials to be studied.

Students correct errors and incorrect answers; if something is not clear, the teacher allows asking questions, assignments or activities that need further explanation. It aims to exchange information between students and teachers regarding the topics discussed to reach an agreement, similarity, compatibility,

and harmony, thoughts about what will be learned. This is important to determine understanding or conclusions about ideas that can be taken or actions to be taken regarding the topic discussed. (Khan et al., 2017) stated that the teacher's job is to convey information to students and be creative in providing services and learning facilities to all students to learn in a pleasant, happy, enthusiastic, not anxious, and dare express opinion openly atmosphere.

Feeling happy, full of enthusiasm, not anxious, and daring to express opinions openly is the capital for students to grow and develop into human beings ready to adapt, face various possibilities, and enter the era of globalization, full of challenges. The assignment is a follow-up to the core learning or competency formation, which relates to the standard material studied and the material to be reviewed next. The results of this analysis are combined with notes in the weekly and daily program to be used as follow-up material for the learning process implemented. This program also identifies modules that need to be repeated; students must take remedial courses and those who participate in therapeutic programs.

While the class's success is seen in the number of students who can complete or reach a minimum of 65%, at least 85% of the number of students in the class, schools need to give special treatment to students who have learning difficulties through remedial activities. Bright students are allowed to maintain their learning speed through enrichment activities. Reflection can be done by the teacher and the students at the end of the lesson by reflecting on what has happened in the study. In this reflection, there may be a lot of input from students, both positive and negative.

CONCLUSION

Talent teachers are still using the syllabus and lesson plans obtained during the first

training. The syllabus and lesson plans format is designed based on the format received during the training. The format is not much different from the syllabus format from the 2006 curriculum, only that there is an addition to the talent aspect column. The implementation of the talent-based curriculum prioritizes the process rather than the product. A successful teacher is a teacher who can motivate students to work and make according to the available materials and tools. The planned competency-based assessment system is a continuous assessment system. Straight in the sense that all component indicators are made because the results are analyzed to determine the competencies possessed and those that have not. Assessment of learning outcomes of aesthetic subject groups is carried out by observing changes in behavior and attitudes to assess the development of students' affective and psychomotor expressions. The education unit determines the final assessment result, which combines the assessment results from several observations.

Research Implication

From the findings and discussion, the researcher provides research implications to be carried out by the Ruang Pendidik INS Kayutanam by conducting professional teacher development who pays attention to the following matters: 1) teachers who understand the philosophy of the Ruang Pendidik INS Kayutanam, namely the philosophy of "Alam Takambang Jadi Guru"; 2) teachers who understand creative active teaching methods; 3) teachers who are independent and have broad insight; 4) a teacher who understands the field of study he is teaching; 5) teachers who understand the talents and interests of students and the differences of each student; 6) teachers who understand learning assessment; 7) teachers who function as facilitators in learning; 8) teachers who are able to stimulate students to be willing and able to use the library, as well as other learning resources in

the learning process; 9) teachers who are able to utilize learning facilities effectively and efficiently; 10) teachers are able to create an atmosphere of dialogue, creative, innovative, and a fun learning environment; 11) teachers who understand electronic skills, sound arts, and drama; 12) teachers who are able to hold discussions with colleagues to improve their professionalism; 13) professional improvement of teachers must be supported by an adequate budget, and 14) school boards and school principals jointly develop professional teacher careers, both civil servants and permanent waqf employees (foundations) at all levels of education.

Suggestion

Talented teachers must independently deepen and develop information knowledge through various means, such as participation in seminars, training, workshops, and other activities to improve their skills. In addition, teachers are expected to be able to communicate with each other and their peers so that there is a unified vision and mission for achieving educational goals.

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