

## CHAPTER V

### CONCLUSION AND SUGGESTION

In this chapter, the researcher present the conclusion of the findings in this study and also the suggestion to provide the futher researcher, then some conclusion and suggestions for some parties are made below:

#### **A. Conclusion**

Based on the description of the Implementation of the *Amaliyah Tadris* Program to Develop the Competence of the Students of Kulliyatul Mua'limin Al-Islamiyyah at Darul Ihsan Modern Islamic Boarding School in Payaman, Nganjuk the following conclusions can be drawn:

1. The preparation of *Amaliyah Tadris* program in efforts to develop the competence of the students at Darul Ihsan Modern Islamic Boarding School, firstly involves guiding the students on how to teach and master the materials to be delivered. Secondly, it involves teaching them how to create and organize *I'dad* (lesson plans). Once deemed suitable, the students are introduced to participate in the *Amaliyah Tadris* program. The responsible parties for the *Amaliyah Tadris* program and the teaching mentors collaborate to develop the competence of the students, as developing the students' competence is one of the goals expected by Darul Ihsan Modern Islamic Boarding School.
2. The implementation of the *Amaliyah Tadris* program can develop the competence of the students at Darul Ihsan Modern Islamic Boarding

School in terms of professional aspects and the skills of the learning process by becoming practice teachers in designated classes.

3. The evaluation of the *Amaliyah Tadris* program in efforts to develop the competence of the students at Darul Ihsan Modern Islamic Boarding School is a deliberate series of activities aimed at assessing the success of the program. The evaluation takes the form of forums where: 1) Guidance teachers and peer teachers provide guidance for the improvement of mistakes made by the students who are practice teachers. 2) Evaluation results are conducted by a forum of mentoring teachers and teaching mentors. These forums determine the graduation of the students.
4. The inhibiting factors for *Amaliyah Tadris* for sixth-grade students are: some practicing teacher have not yet mastered the correct pronunciation, there are a few teachers who still lack confidence (nervous), making it difficult for them to effectively deliver English language material. On the other hand, the supporting factors include have relevant experience and knowledge in teaching, have high enthusiasm for the *amaliyah tadris* program, the availability of adequate facilities, and the availability of adequate media.

## **B. Suggestions**

1. For the Teachers of Kulliyatul Mu'allimin Al-Islamiyyah at Darul Ihsan Modern Islamic Boarding School:  
  
There is a need for improvement in media or facilities to meet the needs of the *Amaliyah Tadris* program, thus facilitating the development of the skills of the practice teachers in the learning process. Continuously guide

and mentor the practice teachers of the *Amaliyah Tadris* program, with the hope that they will become professional teachers in the future.

2. For the Final Year Students of Kulliyatul Mu'allimin Al-Islamiyyah at Darul Ihsan Modern Islamic Boarding School:

They are encouraged to enhance the quality and intensity of teaching so that learning can proceed as intended according to the *I'dad* or Lesson Implementation Plan (RPP).