



Implementation of the Pedagogic Competence of Islamic Religious Education Teachers

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ABSTRACT

Purpose of the study: This research aims to bridge the gap in the literature by providing insight into the effectiveness of an integrative approach to improve the pedagogical competence of IRE teachers.

Methodology: This research uses the literature study method which relies on bibliographic sources from books and articles in scientific journals related to the subject matter, reading data with the thoughts of experts with a constructive approach and interpretation of the main content.

Main Findings: Recognizing the importance of the quality of human resources itself, the government and the private sector have and continue to work together to realize this mandate through various efforts to develop higher quality school education, including: (1) curriculum development and improvement, (2) evaluation system improvement, (3) improvement of educational facilities, (4) development and procurement of teaching materials, (5) training of teachers and other education personnel.

Novelty/Originality of this study: The learning process and student learning outcomes are not only determined by the school, pattern, structure and content of the curriculum, but are determined by the competence of the teachers who teach and guide them. Competent teachers will be better able to create an effective, enjoyable learning environment, and be better able to manage their classes, so that student learning is at an optimal level.

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1. INTRODUCTION

The role of the teacher will have a major influence on the formation of student characteristics because the teacher is a leader figure who within certain limits can control his students [1], [2]. He has a decisive opportunity to build the personality of his students. As mandated by Law No. 14 of 2005 concerning Teachers and Lecturers, teachers are assigned the position of professional staff whose function is to improve the quality of national education.

One of the most important components in the educational process is the teacher. He always plays an important role at all stages of the educational process. The teacher is the most strategic element for delivering education to its goals, because it plays the role of a facilitator, motivator, inspirer, companion, and mentor for students in every educational process taken [3], [4]. A number of teacher roles are needed to help students develop their potential and talents. Without the touch of the teacher's role, the growth and development of the potential of students will not be directed.

Mulyasa stated that the teacher is the most decisive component, because it is in the hands of the teacher that the curriculum, learning resources, facilities and infrastructure, and the learning climate become something

meaningful for the lives of students. Even on the importance of the teacher's role, he emphasized that any improvement efforts made to improve education will not make a significant contribution without the support of professional and qualified teachers [5], [6]. The assessment of a teacher in terms of whether or not he is able to carry out teaching duties professionally and whether he is able to achieve a good learning process and results, then what is then considered from a teacher is about his mastery of teaching and educating competencies [7]–[9]. Competent teachers will be able to turn on a good learning process in the classroom so that students are enthusiastic about participating in the teaching and learning process from start to finish. In the Regulation of the Minister of National Education of the Republic of Indonesia Number 16 of 2007 it is explained about the competency standards that must be possessed by a teacher. There are four general competency standards, namely professional competence, pedagogical competence, personal competence and social competence. This research aims to bridge the gap in the literature by providing insight into the effectiveness of an integrative approach to improve the pedagogical competence of IRE teachers. This research is important because it will explore existing IRE teacher pedagogic practices in a contemporary context, which will provide valuable information for educational institutions and policy makers wishing to develop an effective IRE pedagogy. Therefore, the results of this study will provide significant benefits for IRE teachers and their students, educational institutions, and the wider community.

2. RESEARCH METHOD

This research uses the literature study method which relies on bibliographic sources from books and articles in scientific journals related to the subject matter, reading data with the thoughts of experts with a constructive approach and interpretation of the main content [10]. In preparing this paper using the library research method, namely collecting all reading material related to the problem discussed, then understanding it carefully and carefully so as to produce research findings [11]. As a supporter in this research, the writer conducted an in-depth literature study by using descriptive writing.

3. RESULTS AND DISCUSSION

Competence is something that must be owned by a teacher as stated in RI Law Number 14 of 2005 concerning Teachers and Lecturers mentioned in article 8. The competencies in question are pedagogic competence, personal competence, social competence, and professional competence obtained through education profession, this is referred to in article 10 paragraph 1. Etymologically, the word competency comes from the English competency, which means skill, ability, competence or authority [12]. Meanwhile, in the Big Indonesian Dictionary, competence is defined as the authority (power) to determine (decide) something or the ability to master grammar abstractly or mentally [13].

Teacher competence is the ability of a teacher to carry out his teaching profession [14]. Professional work requires several fields of knowledge that are deliberately studied and then applied for the public interest. Thus the teacher's task as a professional task that demands special abilities and expertise in the field of teacher training so that they are able to carry out their duties and functions as a teacher with optimal abilities. W. Robert Houston put forward a definition of competence with competence ordinarily define is adequacy of a task or as the possession of require knowledge, skill an abilities. This means an adequate task or possession of the knowledge, skills and abilities required by a person's position. According to Law number 14 of 2005 concerning Teachers and Lecturers, in chapter IV article 10 it is stated that the competencies referred to in article 8 include four competencies namely pedagogic competence, personal competence, social competence and professional competence. In the Teacher and Lecturer Law article 10 paragraph 1 what is meant by pedagogical competence is the ability to manage student learning. The ability in question is the ability to understand students, the ability to implement learning designs, the ability to evaluate learning, the ability to develop students' potential.

The teacher's pedagogical competence is the teacher's ability with regard to theoretical mastery and its application process in learning. These competencies are at least related to learning, namely: First, mastering the characteristics of students; second, mastering the theories and principles of learning; third, developing curricula and learning designs; fourth, organizing educational learning, utilizing Special Instructional Objectives (ICT) for the benefit of learning; fifth, facilitating the development of students' potential; sixth, communicate effectively, empathetically, and politely with students; seventh, conducting evaluation and assessment of learning processes and outcomes; eighth, utilizing evaluation and assessment results for the benefit of learning; and ninth, take reflective action to improve the quality of learning.

Clear competence will also provide clear instructions on the material to be studied, determine learning methods and media and provide guidance on assessment. Therefore, each competency must be a combination of knowledge, skills, values and attitudes that are reflected in the habit of thinking and acting. The term pedagogical competence in discussions in the world of education appeared recently and is still being discussed and there are heated discussions. Pedagogic competence is part of teacher competence which consists of 4

competencies, namely: professional competence, personal competence, social competence, and pedagogical competence. Competence is a set that must be owned by a teacher, in order to carry out teaching tasks successfully.

Islamic religious education teachers are teachers who provide educational burdens that provide knowledge and shape the attitudes, personality and skills of students in practicing Islamic religious teachings, which are carried out at least through subjects in all pathways, levels and types of education. As it is understood that the existence of Islamic religious education at every level of educational institutions has a great influence on the formation of the attitudes and character of students, therefore the presence of competent Islamic religious education teachers is also very influential in achieving the expected goals.

The preparation of the learning program will lead to the learning implementation plan (RPP), as a short-term learning program product, which includes the components of the learning activity program and the program implementation process. Program components include basic competencies, materials, methods and techniques, media and learning resources, study time and other supporting resources. The essence of lesson planning is to determine the optimal learning method to achieve optimal learning outcomes to achieve the desired learning outcomes. The main focus in learning design is on the selection, determination, and development of learning methods. The selection of learning methods must be based on an analysis of the conditions and learning outcomes. The analysis will show how the learning conditions are, and the expected learning outcomes, after that then determine and develop learning methods taken from having designed learning to have complete information about the real conditions that exist from the expected learning outcomes. With this the teacher can create a conducive learning.

Hasan Langgung argues that the goals in Islamic Religious Education subjects must be able to accumulate three main functions of religion, namely spiritual functions (related to aqidah and faith), psychological functions (related to individual behavior including moral values that can elevate the degree of humans become higher and perfect) and social functions related to human relations with other humans or society. As for the process of implementing the pedagogic competence of Islamic Religious Education teachers. As the duties and functions carried out are quite heavy by educators, he should be able to make himself a complete and knowledgeable figure with obligations and responsibilities as a person. As the duties and functions carried out are quite heavy by educators, he should be able to make himself a complete and knowing figure with the obligations and responsibilities as a person.

The implementation of pedagogic competence for learning success is very influential, without competent teachers learning will not be successful, but in its implementation there are many obstacles, including students' abilities that are not optimal. Pedagogic competence will have an impact on the success of learning, good learning management will also produce good quality learning. The problem of teacher competence is an urgent matter that must be owned by every teacher at any level of education. Teachers who are skilled at teaching certainly must have the ability to manage good learning. Teacher pedagogic competence is very important to be implemented in the framework of implementing the supporting elements of educational competence including pedagogic competence as a teacher acceptance tool, important pedagogic competence in the framework of teacher development, important pedagogic competence in the context of curriculum preparation, as well as important pedagogical competence in relation to activities and results Study. From the opinion above it is clear that pedagogical competence has an important role in improving the quality of learning. Therefore, every teacher, including teachers of Islamic religious education, must absolutely master pedagogical competence.

4. CONCLUSION

Talking about teacher competence, of course education, training and work experience play a very important role in the process of increasing teacher competence. Teachers can improve their competence by participating in human resource development programs conducted by schools or on their own initiative. Because teacher competence can affect the basis of inspiration or hope and desire for success, including how learning strategies are used. Improving the quality of education is a process that is integrated with the process of improving the quality of human resources itself. Recognizing the importance of the quality of human resources itself, the government and the private sector have jointly and continuously strive to realize this mandate through various efforts to develop higher quality school education, including: (1) curriculum development and improvement, (2) evaluation system improvement, (3) improvement of educational facilities, (4) development and procurement of teaching materials, (5) training of teachers and other education personnel.

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