

**PEDAGOGIC COMPETENCE OF ISLAMIC RELIGIOUS  
EDUCATIONTEACHERS IN HIGHT SCHOOL**

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**THIS PROJECT REPORT IS PRESENTED AS TO MEET THE COURSE  
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## AWARD

Praise and gratitude for the presence of Allah SWT. So that researchers can work on project reports. May shalawat always be bestowed on Prophet Muhammad SallahualaiWassalam, the prophet of the apostles, as well as his family and friends. The completion of this final project can not be separated from the support of various parties. Therefore, special thanks to Dr. Norhisham bin Muhammad as a mentor who has taken the time to provide guidance and advice and be successful in the world and the hereafter, amen. He also gave me a lot of guidance and became the motivation and moral support for me to write this project report.

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Sincere than,

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## ABSTRAK

### KOMPETENSI PEDAGOGIK GURU PENDIDIKAN AGAMA ISLAM DI SEKOLAH MENENGAH ATAS

Peneitian ini bertujuan untuk mengetahui kompetensi pedagogik guru pendidikan agama islam di sekolah menengah atas dan untuk mengetahui Faktor yang menyebabkan kompetensi pedagogic guru kurang maksimal penerapannya di SMAS Muhammadiyah Sumbawa dan SMA Negeri 2 Sumbawa. Penelitian ini menggunakan pendekatan deskriptif kualitatif. Adapun Informan dalam kajian ini melibatkan dua guru pendidikan agama islam yaitu, guru pendidikan agama islam di SMAS Muhammadiyah Sumbawa dan guru pendidikan agama islam di SMA Negeri 2 Sumbawa. Dalam penelitian ini terdapat hasil yaitu berupa 5 kompetensi pedagogik guru yang digunakan yaitu kemampuan dalam memahami peserta didik / siswa, kemampuan mempelajari desain pembelajaran, kemampuan melakukan pembelajaran edukatif dan interaktif, kemampuan mengevaluasi hasil belajar, kemampuan melatih siswa untuk menyadari berbagai kemungkinan potensi yang dimiliki. Dan juga temuan factor yang menghambat kompetensi pedagogik guru yaitu kurangnya perhatian daripada pemerintah pusat terhadap guru honorer yang ada di sekolah swasta dan juga factor dari pada budaya kerja dan juga kondisi siswa. Keadaan pandemic covid 19 yang mengharuskan para pendidik dan siswa untuk melakukan pembelajaran melalui online akan tetapi tidak di dukung oleh fasilitas dan kurangnya perhatian pemerintah pusat terhadap daerah-daerah di luar pulau jawa seperti Sumbawa.

Keyword : Kompetensi, Pedagogik guru





## **PEDAGOGIC COMPETENCE OF ISLAMIC RELIGIOUS EDUCATION TEACHERS IN HIGH SCHOOL**

### **ABSTRACT**

This study aims to determine the pedagogic competence of Islamic religious education teachers in senior high schools and to determine the factors that cause teacher pedagogic competence to be less than optimal in its application at SMA Muhammadiyah Sumbawa and SMA Negeri 2 Sumbawa. This research uses descriptive qualitative approach. The informants in this study involved two teachers of Islamic religious education, namely, a teacher of Islamic religious education at SMAS Muhammadiyah Sumbawa and a teacher of Islamic religious education at SMA Negeri 2 Sumbawa. In this study, there were results in the form of 5 pedagogic competencies of teachers used, namely the ability to understand students / students, the ability to study learning design, the ability to carry out educational and interactive learning, the ability to evaluate learning outcomes, the ability to train students to realize the various possibilities of their potential and also, the findings of factors that hinder teachers' pedagogic competence, namely the lack of attention from the central government to honorary teachers in private schools and also factors from work culture and student conditions. The state of the COVID-19 pandemic which requires educators and students to do online learning but is not supported by facilities and the central government's lack of attention to areas outside Java such Sumbawa.

**Keyword: Competence, Teacher pedagogy**



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## CHAPTER 1

### INTRODUCTION

#### 1.1 Introduction

Today, interest in educational issues is increasing. Active efforts to improve all elements of education to increase the quantity and quality of education in Indonesia are carried out in a systematic and planned manner based on the concept of comprehensive education. Education as one of the state-forming systems must always receive good updates. Based on education management, curriculum, strategies, methods, or assessments need to be improved to meet the needs of students with different characteristics from student to student. Educators play an important role in student leadership and success because they interact directly with students in the classroom. Therefore, it is fitting for an educator to have the special skills (ability) needed to really teach to be successful. Educational ability is one element that must be possessed by every teacher at every level of education.

In this case, Mulyasa stated that the ability of teachers to form personal,

scientific, technical, and social competency standards for teachers' professional competency standards, including mastery of teaching materials, student understanding, educational learning and self-development. physical and mental skills. Professionalism (Mulyasa, 2008: 26).

Teachers as educators of early childhood education, elementary schools, junior high schools and senior high schools play a vital role in determining student success and are determinants of improving the quality of education in schools. The importance of the teacher's role in education is regulated in Article 3 of the Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System, which states: Citizens who believe in God Almighty, are pious, have noble personality, are healthy, knowledgeable, capable, creative, independent, democratic, and responsible. Law Number 14 concerning Teachers and Teachers of the Republic of Indonesia in 2005 regulates the leadership and development of education personnel as a renewal of educational staff, and the role of teachers is very clear in fostering students Improving the quality of education in Indonesia.

## 1.2 Study Background

The role of professional teachers in learning will determine the success of student learning and produce quality graduates. Professional teachers are teachers who can build and develop superior and effective learning processes to produce smart students and quality education. This makes the quality of learning

the focus of attention of the central and local governments in improving the quality of education, especially with regard to the quality of education.

The implementation of the 2013 curriculum must be a reference for the learning process in the education unit according to the integrated policy and character development improvement (PPK). Integration is carried out as an education and learning unit for all education actors in the education unit, not as an additional or insertion program.

Implementing Order Number 87 (PPK) of 2017 concerning Strengthening Character Formation explains character formation as an "educational movement that strengthens the character of students through involvement and harmony of reason, taste, thought, and exercise under the responsibility of the Education Unit". It is said that "Cooperation between education, family, community as part of the National Movement for Spiritual Revolution (GNSR)" (Article 1 Paragraph 1). This Presidential Regulation is the first basis to re-establish character formation as the main soul in the implementation of Indonesian education, and Permendikbud Number 20 of 2018 is to strengthen character formation in formal education units. of this problem. Strengthening self-development is a national policy that must be implemented in all training to improve teacher competence.

### 1.3 Problem Statement

Professional teachers are teachers who are able to master the content (material) of

the subject) and the science of education (pedagogy). Content includes knowledge that must be mastered by educators, while pedagogy includes recognizing and understanding student characteristics and potential, mastering learning theory and learning principles, planning and developing effective curriculum, implementing effective learning as well as assessing and implementing learning assessments (Siregar,1998). Pedagogical capacity analysis is carried out through a pentagonal model to explain the components of Educational Content Knowledge.

Based on Loughran & Mulhall as PCK (Knowledge of Educational Content) is an academic idea that presents ideas rooted in the belief that teaching requires more than just transmitting knowledge about the content presented to students and learning is more than just acquiring information but more than executing.

PCK is not a single form that is the same for all teachers who teach the same subjects, but with special skills with individual rights and is influenced by the context / atmosphere of teaching, content, and experience. So, the PCK may be the same for some teachers and different for other teachers, but at least it is the meeting point of teacher expertise and teacher expertise.

The problem with the ability of PAI teachers at SMA Muhammadiyah Sumbawa and SMA Negeri 2 Sumbawa is that there are various internal and external factors that affect the competence or pedagogic ability of teachers in teaching. And various other inhibiting factors such as facilities, infrastructure, facilities, policies, welfare and factors of work culture or leadership style of the principal and the lack of control provided. In addition, there are also no trainings that support the improvement of teacher's pedagogic competence in teaching.

Based on the explanation above, researchers need to conduct research with the title "Pedagogic Competence of Islamic Religious Education Teachers in High Schools". which is located at SMAS Muhammadiyah Sumbawa and SMA Negeri 2 Sumbawa.

#### 1.4 Objectives of the Study

1. To find out the pedagogic competence of PAI teachers at SMAS Muhammadiyah Sumbawa and SMA Negeri 2 Sumbawa.
2. To find out the factors that cause teacher pedagogic competence to be less than optimal in its application at SMA Muhammadiyah Sumbawa and SMA Negeri 2 Sumbawa.

#### 1.5 Study Questions

1. What is the pedagogic competence of Islamic religious education teachers in high school SMAS Muhammadiyah Sumbawa and SMANegeri 2 Sumbawa?
2. What are the factors that cause teacher pedagogic competence to be less than optimal in its application at SMA Muhammadiyah Sumbawa and SMA Negeri2 Sumbawa?

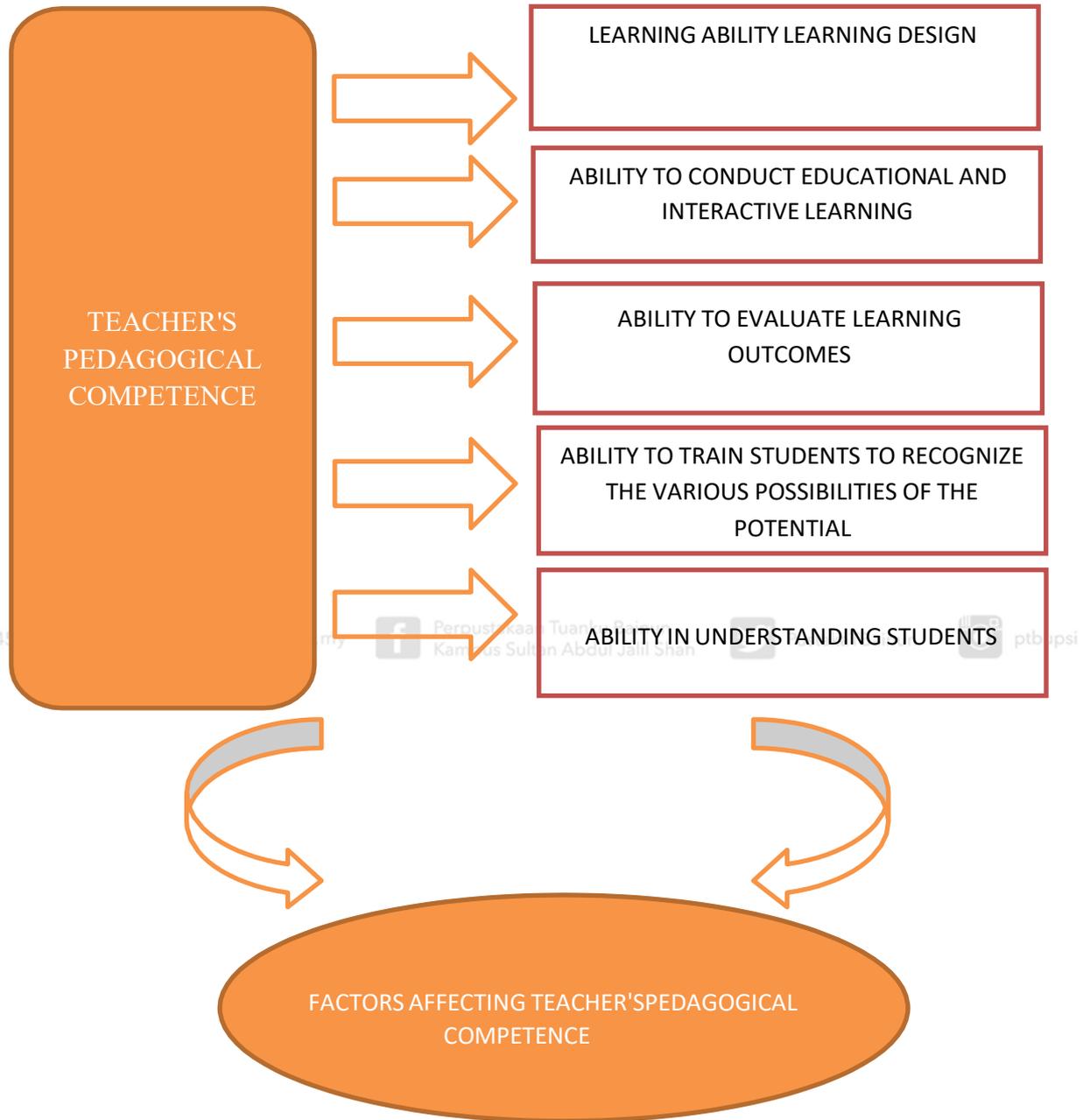
## 1.6 Theoretical and Conceptual Framework

Teachers as educators have four competencies, one of which is: particularly pedagogic competence. Pedagogic competence is the capacity of teachers in student learning management. Regarding teaching ability, there are still many teachers who do not have management skills. learning well, starting from the design of learning activities, learning management, to evaluate and improve learning is in progress. For this reason, systematic efforts are needed to improve it. Various training courses and seminars can be used as alternatives to improve teacher skills.

However, it is no less important is to prepare prospective teachers who are competent in their fields. According to Wahyudi (2012, p. 22), pedagogic competence is the ability of a teacher to manage student learning processes. Managing the learning process certainly includes the implementation, assessment and character development of students. The above understanding is in accordance with the views of Situmorang and Winarno (2008, p. 23) that teaching competence includes the ability to understand students, design and implement learning, assess learning outcomes, and develop students to realize diverse potentials. There are 5 pedagogic competencies that must be possessed by a teacher, namely:

The ability to understand students / students, the ability to study learning design, the ability to carry out educational and interactive learning, the ability to evaluate learning outcomes, the ability to train students to realize the various possibilities of their potential. The theoretical framework in this research is as

follows:



**Rajah 2.5.1 Theoretical and Conceptual Framework**

## 1.7 Importance of Study

Good research will definitely bring benefits. This study offers the following benefits:

### 1.7.1 For Islamic Religious Education Students

This research can be used as consideration for other students, motivation to look for ideas, more creative and innovative considerations for further research, and new ideas, and can promote students and their majors as additional reference material for Islamic religious education research. As it becomes more and more abundant, it is widely used for further research.

### 1.7.2 For Other Investigators

By studying the pedagogic abilities of teachers, other researchers can be motivated to do better research and get better results. The problem of pedagogic abilities in the world of education still faces many problems.

#### a. Theoretical Benefits

The theoretical benefit that will be obtained is to improve the

pedagogic competence of readers and teachers in the field of Islamic religious education

b. Practical Benefits

Practical benefits that can be taken are the principles that facilitate the implementation of the curriculum, such as introduction for teachers and students of Islamic religious education and other studies.

## 1.8 Definition of Terms

### 1.8.1 Competence

According to Emron, Yochni, and Imas (2017, p. 140), competence is a person's ability to do a job properly, which is useful according to questions about knowledge, skills, and attitudes. According to experts:

1. According to Spencer and Spencer in Emron, Yohny, Imas (2017).  
Basic human characteristics related to causality of effective and superior performance at work or in situations
2. According to George Klump in Emron, Yohny, and Imas (2017),  
competence is the main characteristic of a person that guarantees effective work and high results.

## 1.8.2 Teacher pedagogy

Law 20 of 2003, Education is intended to create an atmosphere and learning process where students utilize their potential to actively developmental strength, self-control, personality, intelligence, noble personality, and the necessary skills, expressed as a conscious and planned effort., nation and state. Education will not occur without an educator and a student. Teachers as educators are a noble profession, because in the hands of those who do the work of educating the quality of human resources are created. The key to low quality and high- quality education lies in the teachers.

The task of teachers is not easy because they must improve the quality of human resources according to certain competency standards and applicable norms and values. As for the curriculum point of view, teacher competence is the teacher's ability to manage student learning.

This can be created by all teachers to educate the lives of children in the country. In addition, based on the explanation of Article 28(3)(a) in the National Education Standards, educational competence is understood as follows. The ability to manage student learning includes understanding. students, development and implementation of education, evaluation of learning out comes; develop students to realize their diverse potential in various current conditions Moulasy (2009: 75).

Aspects that affect teacher pedagogic competence are as follows: first, understanding of ideas and basic education, second, student understanding, third ,curriculum/ program development, fourth, educational design, fifth, education implementation and dialogue; sixth, the use of educational skills. Seventh, evaluation develops students to realize learning outcomes and eighth, various possibilities are professional educators are people who have competence and competence in the form of teacher training experience, namely those who have been educated and trained well.

Steering the basics of learning and teaching in teacher competence. In this situation the duties and responsibilities of teachers in the field of professional development are now not much done. The main task and responsibility is as a manager of class conditions and the components contained in it. Sujana (2011: 1920) states that teachers, especially in teacher competence, are facilitators and managers in the classroom.

### **1.8.3 Teacher pedagogic competence**

Pedagogic competence is the ability or skill of a teacher to direct the learning process or interact with students in the teaching and learning process. Based on information about student characteristics, teachers need to adapt to help each student learn.

Team of the Directorate of Professional Educators, Director General of Quality Improvement of Educators and Education Personnel (2006) to improve the quality of educators and education personnel who study students, plan and implement learning, and assess learning outcomes. Then, re-create the potential of diverse students. Competence can be interpreted as knowledge, skills, and abilities that are mastered by someone who has become a part of it so that they can perform cognitive, effective, and psychomotor behavior as well as possible.

From the definition above, it should also be noted that many experts define it differently, but still in the same context. Expert understanding of educational competence includes:

1. DR. According to Professor J Hoogveld (Netherlands)

Pedagogy is a science that deals with the problem of guiding children to a particular goal. In other words, the child will later be "able to carry out his life's work independently".

2. According to Swarno, the term pedagogy means education that is more practical in relation to educational activities, activities that guide children. Pedagogy is a theory that carefully, critically and objectively develops concepts related to human nature, the nature of children, the nature of educational goals, and the nature of the educational process.



## 1.9 Formulas

In general, CHAPTER 1 describes the research conducted in general. The descriptions in this chapter explain the background of the research, problems, research objectives, research questions, theoretical framework and research concepts and understanding of research operations. indirectly reflects the direction of the research objectives.

