COMPETENCY DEVELOPMENT MODEL: Pedagogics and Professionalism of Islamic Religious Education Teachers

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Abstract:
Pedagogic competence and professionalism have a very important role in the learning process, because they are directly related to the learning process and the development of competencies possessed by teachers, namely regarding planning, implementation and evaluation. The implementation of learning will be successful depending on the planning prepared by the teacher. This study aims to describe; Planning, modeling and evaluating the pedagogic competency development model and professionalism of Islamic Religious Education teachers at SMP NU Gendong implementation. This study uses a qualitative approach, being a case study type. Sources of data obtained from sources, events, documents and archives. Data collection procedures using unstructured interviews, participatory observation, and document analysis. The data analysis process starts from pre-field analysis, data condensation, data presentation, and verification. Checking the validity of the data using source triangulation. The results of this study are: Planning includes the preparation of Pedagogic indicators and professionalism of Islamic Religious Education teachers, Implementation includes listening, classifying, and encouraging pedagogic and professional indicators as a reference, Evaluation includes evaluating pedagogic indicators and professionalism of Islamic Religious Education teachers, and self-evaluation.

Keywords: Pedagogic Competence, Professionalism of Islamic Religious Education Teachers

Abstrak:

Kata Kunci: Kompetensi Pedagogik, Profesionalisme Guru Pendidikan Agama Islam
INTRODUCTION

Teachers play an important role in determining the quality of learning during the teaching and learning process. Teachers must show students how to acquire knowledge (cognitive), attitudes and values (affective), and skills (psychomotor). For example, assignments and learning sections are where educators play their main role (Asy’Ari, 2006), (Kara, 2009), (Bali & Musrifah, 2020). Learning is a means to achieve educational goals. Simply put, the quality of teachers has a significant impact on the quality of teaching. The National Education System Law Number 20 of 2003 stipulates in article 29 paragraph 2 that educators are professionals who are tasked with organizing and administering the educational process, evaluating learning outcomes, and organizing coaching and training.

Pedagogic, personality, social, and professional skills are the four basic characteristics that shape teacher competence, as stipulated in the Regulation of the Minister of Education and Culture number 16 of 2007. (Estriyanto, Kersten, Pardjono, & Sofyan, 2017), (Wardoyo & Firmansyah, 2020), (Arifudin & Ali, 2022) teacher must be able to carry out his performance in an acceptable and efficient manner. In terms of pedagogic competence, teachers must have the knowledge and abilities needed to carry out the learning process, which includes lesson planning, implementation, and evaluation (Rahman, 2014). A teacher is considered competent in terms of evaluation if they know the evaluation methods and procedures and are able to carry out evaluations to produce evaluation results that can be used to improve learning (Oermann, Yarbrough, Saewert, Ard, & Charasika, 2009).

Therefore, there is a need for efforts to develop teacher competence, including PAI teachers in junior high school institutions. Because the junior high school is an educational institution that was born and developed in the Muslim community, so that the characteristics of the tradition of applying Islamic values must appear in this institution. PAI teachers, especially in junior high school institutions as key holders in carrying out the learning process, mentoring, and training students. The quality of learning is highly dependent on the quality of the teacher (Peter, 1997). Teachers should have the ability to provide students with understanding, appreciation, and practice of Islamic values. There are no students who cannot be educated, there are teachers who have not succeeded in educating them.

Based on initial observations at the NU Gendong Junior High School, the reality is that PAI teachers are currently facing several role transitions that lead to the neglect of the competencies mentioned above. Through observations, especially on the growth of pedagogic competence and professionalism that are directly related to the learning process, it is seen that there are deficiencies, especially in terms of the capacity of educators to master learning materials broadly and deeply, especially those related to teacher competence. Teachers of Islamic Religious Education in the fields of Al-Qur’an, Hadith, Jurisprudence, Akhlaq, and SKI who enable them to guide students to acquire the competencies needed for success in life (S. Kennedy et al., 2015).
The ability of teachers who do not include learning activities in their responsibilities and their role as ideal teachers exacerbates this fact. The list of das sein teacher competencies, especially for PAI teachers at SMP NU Gendong, is considered to be still lacking because they have not been able to fully integrate their responsibilities and roles properly and correctly. On the other hand, the implementation of compulsory lesson hours with a 24-hour certification teacher task load without exception tops the list of competency problems for Islamic religious education teachers. The only way for teachers to escape theoretical demands regardless of the quality of their teaching is to complete the required hours (Ramli, 2008).

As in previous studies that have discussed pedagogic competence, and teacher professionalism that can improve the abilities of teachers, 1) Fitriani, (2008) explains that there are several forms of professional development of Islamic religious education teachers, namely:first, equalization and further education studies, second, training and upgrading, third, conducting research in the field of education, fourth, creating written papers and fifth, participating in curriculum development activities (Fitriyani, 2008). 2) Ismail (2015) explains that teachers are required to have superior competencies in their fields, teacher pedagogic competence is one of the competencies that every teacher must possess in any level of education and in any field, including PAI teachers. Improving the Pedagogic Competence of PAI Teachers in Learning should be more focused and a special concern for Islamic educational institutions in particular and the government in general. Teachers who can humanize humans who have character and noble character, have noble character, and have superior and dignified personalities are the PAI teachers (Ismail, 2015).

Furthermore, this study examines the model of developing pedagogic competence and professionalism of Islamic Religious Education teachers at NU Gendong Junior High School.

RESEARCH METHOD

The research approach used in this study is a qualitative approach. Meanwhile, the type of research used is case study research (field research). Data obtained from qualitative research such as observations, interviews, shooting results, written excerpts from documents, field notes, compiled research at the research location and as far as possible are not stated in the form of statistical numbers. Sources of data obtained from sources, events, documents and archives. The data collection procedure used unstructured interviews, participatory observation, and document analysis. The data analysis process starts from pre-field analysis, data condensation, data presentation, and verification. Checking the validity of the data using source triangulation. Therefore, This study intends to describe how the model of developing pedagogic competence and professionalism of PAI teachers at SMP NU Gendong. From this phenomenon, finally, information will be obtained that has been analyzed on how to develop pedagogic competence and professionalism of PAI teachers at SMP NU Gendong.
FINDINGS AND DISCUSSION
Planning of Pedagogic Competency Models and Professionalism of Islamic Religious Education Teachers at SMP NU Gendong

Planning in pedagogic competence and teacher professionalism is basically a process of activities carried out in an orderly and orderly manner, running logically and systematically following previously agreed rules. Each learning activity is not a projection of the wishes of the teacher on one side, but is the embodiment of various desires that are packaged in a curriculum (Suparlan, 2006).

According to Setijowati, (Jawabreh, Shniekat, Saleh, & Ali, 2022) defines that planning is a process of determining and utilizing resources in an integrated manner which is expected to support activities and efforts that will be carried out efficiently and effectively in order to achieve goals. (Helda & Syahrani, 2022) explains that in every planning there are always three activities which include the formulation of the goals to be achieved, the selection of programs to achieve those goals, and the identification and mobilization of sources that are always limited in number. (Marshall et al., 2022)

The planning for the development of pedagogic competence and teacher professionalism at the NU Gendong Junior High School carried out by Islamic Religious Education teachers refers to the curriculum that has been set by the school. The planning for pedagogic competence and professionalism of PAI teachers carried out at SMP NU Gendong is arranged in such a way according to certain steps, both in the form of reference indicators in competence, as well as through a set of learning in order to better improve the ability of PAI teachers. In planning the pedagogic competence and professionalism of PAI teachers at the previous NU Gendong Junior High School, they must understand some of the reference indicators that have been set by the school, as follows:

Pedagogic Competency Planning:

1. Understanding of Students, there are several indicators as follows; a) The teacher can identify the learning characteristics of each student in his class. b) The teacher ensures that all students have the same opportunity to actively participate in learning activities (Kurniawati, 2013). c) Teachers can arrange classes to provide equal learning opportunities to all students with different physical disabilities and learning abilities. d) The teacher tries to find out deviations in student behavior to prevent. e) Teachers help develop potential and overcome student deficiencies. f) The teacher pays attention to students with certain physical weaknesses in order to be able to participate in learning activities, so that students are not marginalized such as excluded, ridiculed, inferior (Sukamto, 2013).

2. Learning Design, there are several indicators as follows; a) The teacher can arrange a syllabus in accordance with the curriculum. b) The teacher designs a lesson plan that is in accordance with the syllabus to discuss certain teaching materials so that students can achieve the specified basic competencies. c) The teacher follows the sequence of learning materials by taking into account the learning objectives. d) The teacher chooses the learning materials, namely; (1) In accordance with the learning objectives. (2) Precise and up-to-date. (3) In accordance with the age and level of student learning ability. (4) Can be
implemented in class. (5) In accordance with the context of students' daily lives (Sukamto, 2013).

3. Implementation of Educational and Dialogical Learning, there are several indicators as follows; a) Student-centered activities. b) Learning through doing. c) Develop intellectual, emotional, spiritual, and social intelligence. d) Lifelong learning (Janawi, 2012).

4. Utilization of Learning Technology

5. Evaluation of learning outcomes

6. Student Development, there are several indicators as follows a) Extracurricular activities (extra). b) Enrichment and remedial. c) As well as guidance and counseling (bk) (Suprihatiningrum, 2013).

Table 1.
Pedagogic Performance Indicators of Islamic Religious Education Teachers

<table>
<thead>
<tr>
<th>No</th>
<th>Pedagogic Competency</th>
<th>Indicator</th>
</tr>
</thead>
</table>
| 1. | Understanding of Students | a) Teachers can identify the learning characteristics of each student in their class.  
b) The teacher ensures that all students get equal opportunities to actively participate in learning activities.  
c) Teachers can organize classes to provide equal learning opportunities to all students with different physical disabilities and learning abilities.  
d) The teacher tries to find out student behavior deviations to prevent them.  
e) Teachers help develop potential and overcome student deficiencies.  
f) The teacher pays attention to students with certain physical weaknesses in order to be able to participate in learning activities, so that these students are not marginalized as excluded, ridiculed, inferior (Sukamto, 2013: 38). |
| 2. | Learning Design | a) Teachers can arrange syllabus according to the curriculum.  
b) The teacher designs a lesson plan according to the syllabus to discuss certain teaching materials so that students can achieve the set basic competencies.  
c) The teacher follows the sequence of learning materials by paying attention to the learning objectives.  
d) Teachers choose learning materials that:  
  • In accordance with learning objectives  
  • Precise and up to date |
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- In accordance with the age and level of student learning ability
  e) Can be implemented in class

3. Educational and Dialogical Learning Implementation

4. Utilization of Learning Technology

5. Evaluation of learning outcomes

6. Student Development

Professionalism Competency Planning:

1. Scope of educational competence

The scope of educational competence is a component of the ability possessed by the teacher, which ability can increase the teacher's understanding in the learning process. According to Cooper, there are 4 components of professional competence, namely; a) has knowledge of learning and human behavior, b) has knowledge and masters the field of study he is fostering, c) has the right attitude about himself, school, colleagues and the field of study he is fostering, and d) has skills in teaching techniques (Ambarita, 2015).

From various sources that discuss teacher competence, in general it can be identified and drawn about the scope of teacher professional competence as follows: a. Understand and be able to apply educational foundations, both philosophical, psychological, sociological, and so on. b. Understand and can apply learning theory according to the level of student development. c. Being able to handle and develop the field of study is his responsibility. d. Understand and can apply various learning methods. e. Able to develop and use various tools, media, and relevant learning resources f. Able to organize and implement learning programs. g. Able to carry out evaluation of student learning outcomes. h. Able to grow student personality (Kompri, 2017).

2. Understanding the types of learning materials

Understanding the types of learning materials is a necessary thing for the formation of knowledge, skills, and attitudes that must be mastered by teachers in order to meet the competency standards set. Learning materials occupy a very important position from the entire curriculum, which must be prepared so that the implementation of learning can achieve the targets. The materials selected for learning activities should be materials that really support the achievement of competency standards and basic competencies (Irawan, 2012).

Some important things that teachers must have is the ability to describe standard material in the curriculum. For this purpose, the teacher must be able to determine precisely the material that is relevant to the needs and abilities of students. According to Hasan (2004), several criteria that must be considered in selecting and determining standard materials to be taught to students include the
following: a. Validity or level of accuracy of the material. b. The significance or level of importance of the material is related to the needs and abilities of students. d. Attractiveness, the meaning here is that the material provided should be able to motivate students. e. Satisfaction, meaning that the learning outcomes obtained by students are really useful for their lives (Suprihatiningrum, 2013).

3. Ordering learning materials

Mature learning materials are needed for all teaching and learning activities. To organize learning that can become Competency Standards and Basic Competencies. To support teaching and learning activities that have been well structured, these teaching materials can be understood as a collection of teaching materials. The lesson plan format can be in the form of data, resources, or text (Sudrajat, 2007).

In order for learning to be carried out effectively and fun, learning materials must be sequenced in such a way and explained about the limits and scope. b. Elaborating SKKD into indicators. c. Develop the scope and sequence of each competency. The learning materials are arranged in themes and subthemes.

Based on the discussion above, in the preparation of making PAI teacher materials, it is necessary to pay attention to several competency standards that have been set by the school. In accordance with what the principal at SMP NU Gendong said that not only PAI teachers must pay attention to the competency standards set by the school, but teachers must also pay attention to this in preparing learning materials.

**Implementation of Pedagogic Competence and Professionalism of Islamic Religious Education Teachers at SMP NU Gendong**

In the implementation of the pedagogical competence and professionalism of Islamic Religious Education teachers at NU Gendong Junior High School, referring to the standards set by the principal, these standards are used as a reference for PAI teachers to develop pedagogic competence and professionalism, where the three models have been effective in NU Middle School institutions. Cradle. The three standard models are:

1. Listening The purpose of listening here is to entertain, so the speaker must be able to create a happy and comfortable atmosphere (Sudrajat, 2007). This goal will be easily achieved if the speaker in telling the story in a fun way and the speaker creates original humor so that the listener shows interest and excitement. Based on the explanation above, it can be seen that in the implementation of the pedagogic competence and professionalism of PAI teachers at SMP NU Gendong by using the listening method in implementation to achieve indicators of pedagogic competence and professionalism of PAI teachers, it is very effective in developing their abilities. So from the information given by the principal in the attachment to chapter VI, it is in accordance with the standards set by the institution.

2. Clarifying At SMP NU Gendong itself in the use of clarification, the
principal emphasized that in using this method the teacher must be able to understand the clarification of competencies possessed. As explained by the principal, it is in developing pedagogic competence and teacher professionalism. Teachers must know the kinds of competencies that they want to develop so that when teachers want to practice them in the learning process, they can be directly developed, because at the beginning they have been practicing to classify their competencies according to those that have been set by the school (Maspupa, 2011).

3. Encouraging. we know that in encouraging others to generate motivation in themselves it is not easy to need some strong encouragement, so that person can believe what has been motivated. As the explanation delivered by the principal stated "in motivating teachers we must provide confidence, and encourage the teacher to be confident in their abilities. And to develop pedagogic competence and professionalism, the teacher must be sure that the teacher is able to follow the programs that have been organized by the school, so that the teacher is able to practice his competence in the learning process with students at school.

Table 3.

Performance Indicators for the Implementation of Pedagogy and Professionalism of Islamic Religious Education Teachers

<table>
<thead>
<tr>
<th>No.</th>
<th>Indicators</th>
<th>Competency</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Pedagogic</td>
</tr>
<tr>
<td>1.</td>
<td>Listening</td>
<td>Very effective in developing their abilities, and according to the standards applied by the school.</td>
</tr>
<tr>
<td>2.</td>
<td>Clarifying</td>
<td>The principal as the main store in controlling the competence possessed by the teacher, so in terms of competency development the principal has held several trainings for Islamic religious education teachers</td>
</tr>
<tr>
<td>3.</td>
<td>Encouraging</td>
<td>Islamic religious education teachers are very motivated by the motivation given by the principal so that it can be said that the principal and Islamic religious education teachers work together</td>
</tr>
</tbody>
</table>
Evaluation of Pedagogic Competence and Professionalism of Islamic Religious Education Teachers at SMP NU Gendong

Evaluation is also a research to collect, analyze, and present useful information about the object of evaluation, then evaluate it and compare it with evaluation indicators and the results are used to make decisions about the object of the evaluation (Wirawan, 2012).

Evaluation is a systematic process that aims to collect, analyze, and present useful information that has benchmarks, and the results of these evaluations can be used to make policies. Evaluation of Pedagogic Competence and Professionalism of Islamic Religious Education Teachers at SMP NU Gendong is carried out on a scale, in which the evaluation form is in a checklist. While the guidelines used in evaluating the pedagogic competence and professionalism of PAI teachers are in a checklist format, which is an indicator of the pedagogic competence and professionalism of Islamic Religious Education teachers, as well as a self-evaluation format in which the teacher evaluates himself once a month.

As explained above, the evaluation of the pedagogical competence and professionalism of PAI teachers at SMP NU Gendong is carried out in two forms, namely, 1. Self-Evaluation, 2. Pedagogic Evaluation, and teacher professionalism. The two evaluations will be explained below:

1. Self Evaluation, there are several indicators as follows; a) Pedagogy. b) Personality. c) Social. d) Competence to produce Scientific Publications. e) Competence to produce Innovative Works. f) Competence to support the implementation of quality learning. g) Competence to carry out additional tasks (Afif, 2021).

2. Pedagogic Evaluation, and Professionalism of PAI Teachers

Evaluation of pedagogic competence and professionalism of Islamic Religious Education (PAI) teachers at SMP NU Gendong, as stated in the circular and general guidelines issued by the education office. Evaluation of pedagogic competence and professionalism is expected so that students have characteristic, moral, spiritual, social, cultural, local wisdom and intellectual values. The purpose of evaluating the pedagogic competence and professionalism of PAI teachers is solely to recognize the characteristics of students from the physical, moral, spiritual, social, cultural, emotional, and intellectual aspects as well as to maintain a balance of academic/cognitive education and the development of social and spiritual characters.
From the presentation of the discussion on evaluating pedagogic competence, and the professionalism of Islamic Religious Education teachers above, it can be concluded that the evaluation program carried out by Islamic Religious Education teachers refers to two kinds, namely self-evaluation, and pedagogical evaluation, and professionalism which refers to indicators. It can also be understood that the development carried out by Islamic Religious Education teachers in carrying out evaluations is difficult according to the standards set by the school, and the evaluation is carried out on a scale and in detail.

CONCLUSION

This study produced several findings, as follows; The development of pedagogic competence of Islamic Religious Education Teachers carried out at NU Gendong Junior High School is a. Develop a development plan based on pedagogical indicators and professionalism on the ability of teachers, b. Implementing the development of pedagogic competence, and professionalism of Islamic religious education teachers through indicators that have been applied by the principal of SMP NU Gendong, which are applied to three indicators, namely 1) Listening (Listening), 2) Clarifying (Clarifying), 3) Encouraging (Encouraging). c. The development of the evaluation of pedagogic competence and professionalism of Islamic religious education teachers is carried out with two kinds of evaluations, namely; 1) Self-evaluation, 2) Pedagogic evaluation and professionalism.

The development of pedagogic competence and professionalism of
Islamic religious education teachers at SMP NU Gendong has positive implications for improving the quality of learning, as evidenced by the following indicators: a. The learning process has increased in accordance with the demands of the modern learning world; b. The teacher's performance in the classroom increases, which has implications for the quality/achievement of student learning.

Referring to the findings and discussion, it is suggested to education policy makers at NU Gendong Junior High School to pay more special attention to the competence of Islamic Religious Education teachers, and provide opportunities to attend training, workshops and seminars, to improve the competence of the teachers themselves. Education and training is the first step to continue a job, so a teacher is very necessary for education and training to broaden the life thinking of educators because the needs of human life increase along with changes and developments in the pattern of people's lives. Education and training is one of the strategic steps to improve the pedagogic competence and professionalism of PAI teachers in order to be able to develop learning as a whole.

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