

Pedagogic and Professional Competence of Islamic Religious Education Teachers at MTsN 3 East Aceh

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ABSTRACT

Good pedagogical and professional competence of teachers will have implications for the graduates produced. The learning process of Islamic education that is in accordance with the standards and also taught by professional teachers will have implications for the quality of Islamic religious education learning itself. Currently, research on the learning process of Islamic religion that is in accordance with the standards, namely taught by professional teachers, has not been widely studied. Therefore, in this study, researchers were interested in discussing these issues precisely in the MTsN 3 East Aceh. The research method used was descriptive qualitative research. In collecting data, researchers conducted observations and interviews with five participants. The collected data were analyzed using interactive data analysis techniques. The results showed that Islamic education teachers at MTsN 3 East Aceh have met the criteria for pedagogical competence and are included in the category of professional teachers.

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INTRODUCTION

Islamic education teachers in each educational institution are the main figures who are given full duties, responsibilities, and authority to improve the quality of students in the field of Islamic studies. In addition, teachers are required to be able to implement appropriate learning patterns, accompanied by proper planning (Sujana, 2019). Basically, the educational process is a long process, therefore the use of appropriate learning patterns and skills really needs to be considered by a teacher, because if the planning and application of

appropriate learning patterns will allow students to get maximum results. Although in general we recognize that the duties of Islamic Education teachers include four things, namely professional duties, religious duties, humanitarian duties, and community duties (Pratama & Alamsyah, 2022).

Teacher competence is a set of knowledge, skills, and behaviors that must be owned, mastered, and actualized by teachers in carrying out professional duties (Miswari, 2010). Based on Government Regulation (PP) No. 18/2007 on teachers, it is stated that the competencies that must be possessed by a teacher include pedagogical competence, personality competence, social competence, and professional competence obtained through professional education (Agama, 2008). Teacher competence is the ability and authority of a teacher in carrying out his/her obligations responsibly related to the teaching profession. Because teacher is a professional job, teacher competence is needed in the teaching and learning process.

In relation to education, competence shows rational actions to achieve a goal that is in accordance with the expected conditions. This competence is obtained through a process of education or training. One of the factors that most determine the success of the teaching and learning process is the teacher, a teacher needs to have the competence to organize ideas that are developed for students so that they can drive their interest and enthusiasm for learning. Evaluation is a stage after the teaching-learning process is carried out. Thus, it completes the teaching-learning cycle as an interactive educational process, starting from the formulation of goals to the provision of means of supporting interaction (Idrus, 2019). Therefore, teachers as educators, teachers, mentors, and trainers must be able to improve their competencies, including academic competence, pedagogical competence, and personality competence. The personality competence possessed by each teacher must be developed so that the image and dignity of the teacher in the eyes of students will be better.

This is also the case in the educational institution Madrasah Tsanawiyah Negeri (MTsN) 3 East Aceh, which is a religious educational institution or madrasa which will certainly emphasize its competence on the dimensions of religious education. Madrasah Tsanawiyah Negeri (MTsN) 3 East Aceh is a formal education unit that organizes education at the junior secondary level as a continuation school of Elementary School (SD) or Madrasah Ibtidaiyah (MI). MTsN 3 East Aceh is equivalent to Junior High School (SMP), the difference between junior high school and MTsN 3 East Aceh is that junior high school only teaches general subjects, because 90% of the knowledge provided in junior high school is prepared to continue education to Senior High School (SMA). Whereas in MTsN 3 East Aceh, in addition to learning general subjects, religious material is also given in certain fields including Al-Qur'an Hadith, Aqidah Akhlak, Fiqh and History of Islamic Culture (Agama, 2008). Based on the initial study of MTsN 3 East Aceh, the community considers it as one of the schools that is not included in the category of schools that have promising quality so that the community considers it as a madrasah with low educational standards.

Research on the competence and professionalism of teachers in the learning process of Islamic religion is actually very much needed because teachers have to be competent and professional to support the standards that must be achieved by the education service provider institution. This study would also reveal how the learning process of religious education in an educational institution is actually in accordance with the standards or not. MTsN 3 East Aceh, which is also an education service provider institution, must have teachers who own

competency standards, and these standards must also be met in accordance with existing regulations. The statement about the need for a study of the competence and professionalism of Islamic religious education teachers at MTsN 3 East Aceh is based on previous studies or research gaps that have been carried out.

Researches on teacher competence and professionalism existed from different perspectives and points of view. These studies have not touched on discussions related to pedagogical competence and professionalism of Islamic education teachers. This is based on several previous studies that have relevance to this study, such as those written by Habiburrahman (2016) on the standards of teachers who become educators at the early childhood education level, and Miswari's study (2010) on the standards of teachers who teach Arabic language education. Furthermore, the studies of Setiawati (2022) and Prasetya et. al (2018) on the implementation of minimum service standards at the basic education level in Bantul district. In addition, there are also studies by Sukaman et. al (2019) and Dewi's study (2019) which only discuss the policy of implementing minimum service standards by the Education and Culture Office at the district level. There was also an article about the relationship between Minimum Service Standards and National Education Standards conducted by Jafriansen (2016). The researches above only discussed the relationship between the two standards in the implementation of education in Indonesia. Based on the literature review that has been described, it was found that there was no specific study on the pedagogical competence and professionalism of Islamic education teachers, especially at MTsN 3 East Aceh, so this study was required to find out how the pedagogical competence and professionalism of Islamic education teachers at MTsN 3 East Aceh.

LITERATURE REVIEW

Teacher Pedagogical Competency Standards

Teachers are people who are responsible for the development of all the potential of students, including cognitive, affective, and psychomotor potentials (Amanda, 2022). The duties and responsibilities of teachers are actually not only at school, but can be anywhere they are. At home, teachers act as parents and educators for their children. In the community where they live, teachers are often seen as role models for the people around them. Their views, opinions, or thoughts often become the guideline of wisdom for the people around them because teachers are considered to have broader and deeper knowledge in various matters. Thus it appears how important the role of the teacher is and how heavy his duties and responsibilities are, especially the moral responsibility. At school, they become the foundation or guideline for the orderly life of the school, namely educating or teaching their students.

A teacher must know how the process of children's mental development, because as an educator, he is primarily tasked with fostering their mentality, shaping their morals, and building a good and integral personality, so that they will be useful for the country and nation. As stated in the Law of the Republic of Indonesia Number 14 of 2005 concerning Teachers and Lecturers that: Teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing and evaluating students in early childhood education in formal education, primary education, and secondary education (Prasetya et al., 2018).

From here it can be seen that the main difference between the teaching profession and other professions lies in its duties and responsibilities. These duties and responsibilities are closely related to the abilities required to develop the profession. The basic ability is the competencies that should be possessed by a teacher. These teacher competencies are comprehensive and constitute a unity that is interconnected and mutually supportive (Mulyasa, 2007).

The competencies that must be possessed by a teacher are professional, personality, pedagogical, and social competencies. Pedagogic competence is the ability of an educator in managing student learning which includes: 1) The ability to understand students, including: understanding the characteristics of learner development, such as understanding the level of cognition of learners according to their age; understanding the principles of learner personality development, such as recognizing the types of personality of learners, recognizing the stages of learner personality development, and others; identifying the initial teaching provision of learners, recognizing differences in the potential of learners, and so on; and 2) The ability to make learning designs, including: being able to plan the organization of learning materials, such as being able to examine and describe the material listed in the curriculum, being able to choose teaching materials that are in accordance with the material, being able to use adequate learning resources, and others; being able to plan learning management, such as formulating learning objectives in accordance with the competencies, choosing suitable types of learning strategies or methods, determining learning steps, determining ways that can be used to motivate students, determining the forms of questions to be asked to students, and others; being able to plan classroom management, such as doing seating arrangement, allocating time, and others; being able to plan the use of media and facilities that can be used to facilitate the achievement of competencies, and others; being able to plan the learning process assessment model, such as determining the form, procedure, and assessment tools (Yasin, 2008).

The ability to carry out learning has several indicators, including: being able to apply basic teaching skills, such as opening lessons, explaining, varying patterns, asking questions, giving reinforcement, and closing lessons; being able to apply various types of learning approaches, strategies or methods, such as active learning, portfolio learning, contextual learning and others; being able to master the class, such as activating students in asking questions, being able to answer and direct student questions, group work, independent work, and others; being able to measure the level of achievement of student competence during the learning process. This ability or competence can certainly be achieved if the teacher has taught for a long time, although according to Saputro et. al (2015) it does not guarantee that a teacher has competence, but more or less by doing a job for a long time, of course, he already fully understands the job.

Ability to evaluate learning outcomes, including: being able to design and carry out assessments, such as understanding the principles of assessment, being able to compile various kinds of learning evaluation instruments, being able to carry out evaluations, and others; being able to analyze assessment results, such as being able to process learning evaluation results, being able to recognize the characteristics of evaluation instruments; being able to utilize assessment results to improve the quality of further learning, such as utilizing the results of the analysis of evaluation instruments in the process of improving

evaluation instruments, and being able to provide feedback on improving learning planning, implementation and evaluation (Yasin, 2008).

The ability to develop students to actualize their various potentials, including: facilitating students to develop academic potential, such as channeling students' academic potential according to their abilities, being able to direct and develop students' academic potential; being able to facilitate students to develop non-academic potential, such as channeling students' non-academic potential according to their abilities, being able to direct and develop students' non-academic potential.

Efforts to Improve Teacher Pedagogic Competence

Becoming a teacher requires special requirements. Moreover, competent teachers must master the world of education and teaching with various other knowledge that needs to be mastered and developed through a certain level of education. A teacher who is truly aware of his duties and responsibilities and obligations in the teaching and learning process, of course, will always introspect himself, and try to carry out his duties as a competent educator. Efforts to increase teacher competence, especially pedagogical competence, must be carried out by all parties, both teachers and school principals. Thus, there are two efforts to increase teacher competence that greatly affect one another, namely the efforts made by the teacher and the efforts made by the principal of the school/educational institution concerned (Zulhimma, 2015).

Efforts to improve teacher competence, especially religious education teachers in madrasas in the teaching and learning process, include through teacher organizations such as the Subject Teacher Deliberation Organization (MGMP) which aims to improve the quality of teachers in their respective groups and provide solutions to existing problems (Sukatin et al., 2020). Besides that, the MGMP also encourages teachers to do their jobs well, so that teachers are able to improve their competence. Participating in training is actually not a technique but a tool that can help teachers develop teaching profession knowledge and increase teacher skills in complementing their profession. By participating in teacher training, they are directed to two things, first as a refresher, and second as an effort to increase knowledge, skills and change certain attitudes (Sahono & Agustina, 2021).

Thus, it is hoped that teachers can take part in training related to the world of education. For example, life skills courses such as computer, electrical, journalism, culinary, foreign language, and personality courses. In an effort to improve teacher competence, especially to improve pedagogical competence in the teaching and learning process, the influencing factors as well as obstacles must be faced by a teacher.

Teacher educational background is one of the priority requirements. Teachers who have a background in teacher education have acquired the provision of knowledge about classroom management, teaching and learning processes and so on. Meanwhile, teachers who have not taken teacher education will find it difficult to improve their quality. The teacher's teaching experience will greatly affect the teacher's ability to carry out tasks and increase teacher competence. The teacher, who has only a few years of teaching experience or has no experience at all, will be different from the teacher who has many years of teaching experience. So that the longer and more teaching experience, the better the task will be in educating students to achieve learning goals, according to the results of their teaching experience (Rahmawati et al., 2015).

A healthy physical condition will produce a teaching and learning process as expected. A healthy teacher will be able to carry out his duties as a teacher well, because these tasks require quite a lot of energy. Disruption of teacher health will affect teaching and learning process activities, especially in improving their competence. A healthy body must be supported by a healthy spirit as well. With a healthy mind and soul, the teacher can maintain a balance between physical and spiritual needs (Hidayati, 2022).

Improving the economic welfare of teachers will also foster teacher morale. Conversely, when the salary is insufficient, the teacher will try to find other additional income. If the teacher does other work besides his profession as a teacher then his duties and responsibilities as a teacher will not be maximized because his attention is divided. Principals as leaders are required to pay more attention to teacher salaries as an effort to improve welfare and increase teacher competence (Santi, 2014).

Discipline in the school environment does not only apply to students but needs to be applied to school principals and employees as well. Likewise, work discipline for teachers as one of the actors in school education. This is where the function of the principal as a leader, mentor, and supervisor is expected to be able to become a motivator to create discipline in the school environment. Discipline instilled in teachers and all school staff will influence efforts to increase teacher competence. Supervision of the school principal aims to foster and improve the quality of learning that is carried out. Principal supervision aims to foster and improve the quality of learning conducted by teachers. This supervision should be flexible by giving the teacher the opportunity to express the problems they face and being given the opportunity for the teacher to put forward ideas for improving educational outcomes.

METHOD

The research method applied in this study is a type of qualitative research (Ratnaningtyas et al., 2023) in which the study emphasizes analysis of data obtained naturally with the aim of presenting a theory (Sugiyono, 2017). The nature of the research is descriptive, namely presenting a complete picture by describing the problem under study (Moleong, 2007). This research was centered at MTsN 3 Aceh Timur, Aceh province. The research took place at MTsN 3 Aceh Timur because the competence of teachers as educators at MTsN 3 Aceh Timur was allegedly below the expected competence.

In collecting data, two techniques were used. First, the observation was carried out by conducting direct observation of the object of study by visiting MTsN 3 Aceh Timur directly to see how the teacher's readiness was when learning took place. Second, the interview technique was conducted with 5 participants, namely the head of the madrasah and four teachers of Islamic religious education who teach lessons on Aqidah Akhlak, Quran Hadith, History of Islamic Culture and Fiqh. In determining the informants to be interviewed, a purposive sampling technique was used in because they were considered competent and professional because their respective tenures at MTsN 3 Aceh Timur had exceeded 10 years. After all the data were collected either through observation or interviews, it was then analyzed by selecting data, then making the data conical to the substance of the study, then summarizing and taking important information, finally simplifying and transforming the data.

FINDINGS

Various competencies that Islamic education teachers need to have in order to educate students in school, such as good lesson planning and the use of appropriate learning methods. The results of the observations of the activities of the learning process in the classroom at MTsN 3 East Aceh, the teacher was seen to have made lesson plans, mastered the material and opened and started the lesson well, used appropriate learning methods, mastered the use of learning media, and controlled the class well.

It is intended as a reference for PAI teachers to make learning more focused, effective and efficient. Learning that leads to active learning refers to the alignment between objectives, materials and assessment or evaluation tools. As one of the Islamic education teachers at MTsN 3 East Aceh stated when the author interviewed him, he said that:

“making learning tools before teaching was very important because this would determine the direction of the learning that would take place.”

This was echoed by another Islamic education teacher who teaches at MTsN, who said: “In carrying out the teaching and learning process, teachers here prepare the lesson plan or daily activity unit in advance, compile learning preparation, use learning media and provide subject matter in accordance with the objectives in the curriculum. This is intended as a reference for teachers to make learning more focused, effective and efficient. Learning that leads to active learning, which refers to the alignment between objectives, materials and assessment tools.”

From the results of the author’s interview, the teacher at MTsN 3 East Aceh could elaborate that planning or in the sense of making lesson plans was very important before learning took place, then in terms of teaching methods used that were adapted to the materials and characteristics of students. Some methods were considered suitable methods for teaching Islamic religious subjects. In addition to these methods, teachers could also use group work methods, which was used to measure or determine the students’ activity and discipline in learning. Another important factor was evaluation. Evaluation was not only limited to final tests, but could be done in every meeting to find out the learning outcomes of students. As for assessment, usually after explanation, students are told to work on students’ worksheet, for daily test once every chapter, and there are midterm test and semester test. The teachers usually give scores through oral exams. In learning, Islamic education teachers used teaching media that could directly support the teaching and learning process. Such media could be in the form of images and videos that could support the subject matter. Students looked enthusiastic about the material being taught, because of the media used.

In addition to fostering a good interaction situation between teachers and students, a teacher needs to create a harmonious learning atmosphere filled with intimacy and kinship, in the teaching and learning process Islamic education teachers are also able to understand students including various characteristics, stages of development in various aspects and in optimizing development and learning. Teachers in carrying out their duties and functions are faced with a group of students who have different characteristics. As conveyed by one of the Islamic teachers:

“In learning, teachers are required to understand the abilities of students with other students who are certainly different, that is why I try to guide students who still find it difficult to understand the lessons I have taught, usually with giving question and

answer sessions or giving quizzes that can increase students' knowledge and more guidance to students who do not understand what I teach in learning."

In Islamic education learning, teachers always try to focus students on the material being taught, through methods, fun media so that they can blend in with students well. Although there are some students who have not been able to focus on the material being taught. In addition, in learning, teachers are required to have a good personality so that they can be used as an example or role model by students, becoming an authoritative figure who will have an impact on the formation of the personality of students. In terms of this personality competence, PAI teachers at MTsN 3 East Aceh highly prioritize in their learning to always be disciplined, firm, and wise. As explained by the following principal of MTsN 3 East Aceh when the author interviewed him, he said:

"In teaching, teachers here are required to be disciplined, firm, and wise in all matters."

Based on the results of the interviews with Islamic education teachers at MTsN 3 East Aceh and observation conducted, it can be concluded that teachers in educating students at MTsN 3 East Aceh have been able to plan lessons well, compile learning tools, make lesson plans and syllabus. Teachers could use appropriate learning methods and media where Islamic education teachers at MTsN 3 East Aceh when teaching used different methods adapted to the characteristics of students so that the teaching and learning process could be fun and enjoyable for students, teachers could start and close lessons well, and could manage the class well and conducive, without any commotion in the classroom.

DISCUSSION

The pedagogical competence of teachers as explained earlier is a requirement that must exist in every teacher, because only with this pedagogical competence can teachers carry out learning properly and optimally. Every educational institution must pay attention to the pedagogical competence of all existing teachers, so that the quality of teaching can be guaranteed. Therefore, each school must be able to set standards or at least be willing and able to improve the competence of all teachers who teach.

In connection with the pedagogical competence that must be possessed by teachers at MTsN 3 East Aceh, the reality is that teachers can master the learning material well. This fact could be confirmed with the length of teaching experience so that they could master the material well. However, according to Saputro et. al (2015), good mastery of the material does not necessarily mean that in carrying it out in the classroom the teaching and learning interaction process can be good too, because it is in accordance with the existing situations and conditions. Therefore, teacher competence is not an independent matter, but it is influenced by other factors, namely educational background and teaching experience. These factors were closely related to the problem of student learning achievement. Teacher pedagogical competence is one of the factors that influence student achievement. Therefore, the quality of teachers' pedagogical competence at MTsN 3 East Aceh had an important role in the process of teaching and learning interactions that met the standards and achieved the desired results.

Factually, the implementation of internalization of values and transformation of knowledge in students is quite a difficult task in the midst of a complex society, especially in this era of globalization and modernization. To actualize this implementation at MTsN 3 East Aceh, educators or teachers are sought to have the responsibility to educate students

towards this goal. Teachers should be provided opportunities to participate in competency improvement training. This is very important because educators in madrasah are different from the description of educators in general. Islamic educators are people who are responsible for the development of students in developing their potential, and in achieving the goals of Islamic education in both cognitive, affective and psychomotor aspects (Sukatini et al., 2020). To conclude, after interviewing and doing observation the teachers, the Islamic education teachers at MTsN 3 East Aceh have met the criteria for pedagogical competence and could be considered as professional teachers.

CONCLUSION

Based on the results of observations and interviews, Islamic education teachers at MTsN 3 East Aceh were able to deal with student characteristics from various aspects, both moral and intellectual aspects and this was the pedagogical competence of Islamic education teachers at MTsN 3 East Aceh as a result of teacher development trainings implemented by the institution. In addition, Islamic education teachers at MTsN 3 East Aceh also could do the planning, master the materials, master teaching methods and implement good learning so as to illustrate their professionalism. Thus, the Islamic religious education teachers at MTsN 3 East Aceh have met the criteria for pedagogical competence and could be considered in the category of professional teachers. Based on the results of this study, there should be further research related to the pedagogical competence of teachers other than Islamic education teachers to find out the level of professionalism both in formal educational institutions and non-formal educational institutions.

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