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## THE ABILITY OF ISLAMIC RELIGIOUS EDUCATION TEACHERS IN DEVELOPING LEARNING METHODS IN STATE JUNIOR HIGH SCHOOLS IN PALEMBANG CITY

**Mardeli<sup>1</sup>**

UIN Raden Fatah Palembang, Indonesia; mardeli\_uin@radenfatah.ac.id

**Sukirman<sup>2</sup>**

UIN Raden Fatah Palembang, Indonesia; sukirman\_uin@radenfatah.ac.id

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### **ABSTRAK**

Guru memiliki peran strategis dalam menentukan metode pembelajaran yang mampu memfasilitasi peserta didik agar mencapai tujuan pembelajaran secara optimal. Pemilihan metode pembelajaran perlu disesuaikan dengan karakteristik materi serta tujuan yang hendak dicapai. Penelitian ini bertujuan untuk mendeskripsikan kemampuan guru Pendidikan Agama Islam (PAI) dalam mengembangkan metode pembelajaran, menganalisis faktor-faktor pendukung dan penghambat dalam pengembangan metode tersebut, serta mengkaji penerapan metode pembelajaran yang digunakan oleh guru PAI di Sekolah Menengah Pertama Negeri (SMPN) se-Kota Palembang. Penelitian ini merupakan penelitian lapangan dengan pendekatan deskriptif kualitatif dan kuantitatif sehingga data diperoleh secara empiris. Lokasi penelitian meliputi SMP Negeri yang tersebar di Kecamatan Kemuning, Ilir Barat I, Ilir Barat II, Ilir Timur I, dan Ilir Timur II Kota Palembang. Teknik pengumpulan data dilakukan melalui observasi, wawancara, angket, dan dokumentasi, sedangkan analisis data menggunakan tahapan reduksi data, verifikasi, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa guru PAI di SMPN se-Kota Palembang telah memenuhi unsur kompetensi pedagogik sebagaimana tercantum dalam standar nasional pendidikan. Hal ini tercermin dari praktik pembelajaran yang telah sesuai dengan indikator kompetensi pedagogik guru. Faktor pendukung pengembangan metode pembelajaran meliputi ketersediaan sarana dan prasarana, buku ajar, kondisi kelas, serta peran guru sebagai pendidik. Adapun faktor penghambatnya mencakup gaya kepemimpinan, kepribadian dan wawasan guru, keterbatasan kesempatan dalam memahami karakteristik dan latar belakang peserta didik, kondisi keluarga, serta keterbatasan fasilitas. Upaya yang dilakukan guru PAI dalam mengembangkan metode pembelajaran di SMPN se-Kota Palembang antara lain dengan menyajikan pembelajaran yang menarik, komunikatif, dan menyenangkan.

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<sup>1</sup> Correspondence Author

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**ABSTRACTS**

Teachers have a strategic role in determining learning methods that can facilitate students to achieve learning objectives optimally. The selection of learning methods needs to be adjusted to the characteristics of the material and the objectives to be achieved. This study aims to describe the ability of Islamic Religious Education (PAI) teachers in developing learning methods, analyze supporting and inhibiting factors in the development of these methods, and examine the implementation of learning methods used by PAI teachers in Junior High Schools (SMPN) throughout Palembang City. This study is field research with a descriptive qualitative and quantitative approach so that data is obtained empirically. The research location includes SMPN spread across the Districts of Kemuning, Ilir Barat I, Ilir Barat II, Ilir Timur I, and Ilir Timur II Palembang City. Data collection techniques were carried out through observation, interviews, questionnaires, and documentation, while data analysis used the stages of data reduction, verification, and drawing conclusions. The results of the study indicate that PAI teachers in SMPN throughout Palembang City have fulfilled the elements of pedagogical competence as stated in the national education standards. This is reflected in learning practices that are in accordance with the indicators of teacher pedagogical competence. Supporting factors for developing learning methods include the availability of facilities and infrastructure, textbooks, classroom conditions, and the teacher's role as an educator. Inhibiting factors include leadership style, teacher personality and insight, limited opportunities to understand students' characteristics and backgrounds, family circumstances, and limited facilities. PAI teachers' efforts to develop learning methods at junior high schools throughout Palembang include presenting engaging, communicative, and enjoyable learning experiences.

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## A. INTRODUCTION

Education is an integral part of developing human resources in order to exploit the various potentials that exist in humans through education (Sapardi, 2015, hal. 81). So education can be interpreted as an effort made to mature students in the way they act and think (Sukmadinata, 2011, hal. 3). Basically, education is an interaction between a teacher and his students in order to achieve the learning objectives that are being planned in a particular environment (Napitupulu, 2019, hal. 127). A nation or a civilization can experience progress due to the role of education, therefore the more advanced education in a country, the more advanced its civilization will be (Ruhyanani, 2017, hal. 81). For this reason, creating high-quality human beings is one of the tasks and responsibilities of education, especially in preparing the younger generation who can demonstrate their resilience, independence and creativity in order to compete with other countries.

Zaenal Arifin explained that education is an effort carried out to provide development to the potential and personality of students after undergoing learning activities and interacting with their environment in order to achieve a complete human being (Arifin, 2011, hal. 39). The National Education System Law states that education is a planned and conscious effort undertaken by a person to create a pleasant learning atmosphere and learning process so that students can actively develop their potential

in order to have spiritual and religious strength, self-control, personality, intelligence, noble morals and the skills they need in life (Depdiknas, 2006, hal. 22).

An important aspect in education is an educator or teacher, because the success of education is influenced by successful learning activities, namely the combination of teacher and student activities (Maemonah, 2012, hal. 37). H.A Mentembun, as quoted by Akmal Hawi, explains that a teacher is any person who is responsible for and has authority over the education of students individually and in groups at school and outside of school (Hawi, 2014, hal. 59). In Law No. 14 of 2005, Article 1 concerning teachers and lecturers, explains that the teachers referred to are professional educators whose main duties are to educate, assess, train, direct, teach, guide and carry out assessments of early childhood education at the elementary, formal and secondary education levels (Irawan, 2011, hal. 87).

A teacher must be able to create a conducive learning environment for students to learn independently. Therefore, there is a teaching component in the instructional design that teachers typically develop. Likewise, a teacher, or educator, is a facilitator who is described as providing facilities for the cognitive, affective, and psychomotor domains in the learning process (Djamarah, 2000, hal. 121). In the scope of education, teachers are intermediaries of knowledge whose job is to translate knowledge into a package of enjoyable information so that students can absorb it easily (Muhammad, 2013, hal. 312). To make knowledge interesting, teachers create creative lessons. The role of teachers in improving students' knowledge includes the challenges that everyone in the teaching and education profession faces. Despite the many efforts undertaken, students are often not fully satisfied, encouraging reflection, thought, and hard work to solve the problems they face. One of the teacher's roles is as a teacher, where in the teaching and learning process, teachers strive to guide students in learning effectively. In improving this learning process, teachers play a crucial role, especially in ensuring appropriate learning methods and completing learning materials on time (Hamalik, 2010, hal. 123)

The role of the teacher that is felt in the learning process that is often carried out in public schools and madrasas is that the teacher acts as a guide where the teacher explains what is in the book and the students listen to what the teacher says (Ramahdani & Muhroji, 2020, hal. 221). This also occurs in junior high schools in Palembang, particularly in Islamic Religious Education. Implementing active learning methods in the classroom is difficult because the learning process uses lectures, and students are accustomed to listening to what the teacher explains for long periods of time. Initiating an active and reactive learning process requires a strong desire from both teachers and students, motivated to achieve better learning outcomes. This also needs to be tailored to the learning material to ensure continuity between the learning method and the material being discussed. As is known, junior high schools in Palembang are public schools, where students' activities are focused solely on listening to what the teacher explains. This makes the learning process boring for both students and teachers. As educators, teachers must determine learning methods that they believe will enable students to learn effectively through the learning process, achieving learning objectives effectively and hopefully improving learning outcomes. Teachers can choose learning methods by considering both the material and the learning objectives. In determining learning methods, the primary consideration lies in the effectiveness of the learning, with students learning as the teacher's orientation.

The use of a method will produce abilities that align with the method's characteristics. The potential that the lecture method produces differs from the potential that various methods produce. The same applies when using other teaching methods, such as problem-solving, field trips, observation, experiments, and others (Djamarah & Zain, 2010, hal. 158). Teachers play an active role in determining learning methods because they understand the qualities of the students they mentor. They not only determine which learning methods to implement, but also play a role in guiding students so that they are effective in improving their learning outcomes and abilities.

When researchers conducted observations at several public junior high schools (SMP) in Palembang City, they discovered that teachers with good teaching skills were difficult to find, particularly those who used varied learning methods, particularly Islamic Education teachers. Teachers often used monotonous teaching methods. This was evident in some students who felt bored, sleepy, chatted, and engaged in other activities, making them disengaged while the teacher was explaining the material.

Some teachers, particularly Islamic Religious Education teachers, even raced against time to deliver their material, ignoring students who were preoccupied with their own activities, such as falling asleep in the back of the class or talking with their friends. The teacher was so engrossed in the lesson that he forgot that the lesson time was almost up, even though there was still some material he hadn't covered. He rushed through the material, preventing students from asking questions. This caused students, already confused by the teacher's presentation, to become even more confused because they didn't have a chance to ask questions. As a result, they couldn't summarize the content of the lecture.

There are various factors that influence a teacher's ability to develop their teaching methods, namely from their educational background, their experience in teaching, and the teacher training they have attended. In essence, the right method will make students enthusiastic and happy to participate in learning activities in the classroom, and vice versa. Students are not enthusiastic and even feel bored to participate in learning activities if the method used is not appropriate. Based on the results of an interview with Mrs. RJ, one of the teachers at SMP Negeri, Mrs. RJ said that in making lesson plans, some teachers pay and some also copy and paste from the internet because teachers tend not to want to bother using many existing lesson plans. Then the researcher interviewed one of the students named RD who said that in the learning process, teachers tend not to want to bother and often use examples of existing lesson plans. Then the researcher interviewed one of the students, namely RD, who explained that in the learning process the teacher tended to use textbooks, and lacked the will and skills to develop learning methods, so that in delivering the material the teacher only used one monotonous method such as the lecture method so that students became bored, sleepy, chatted and did other activities so that they were not active in participating in learning when the teacher was explaining the learning material. Therefore, teachers should have knowledge regarding various learning methods so that when teaching in class, teachers can use varied methods and in line with the material they want to convey.

## **B. METHODS**

This research is a field research method, using quantitative and qualitative descriptive methods to obtain empirical data. Data collection techniques are the most strategic step in research (Suwendra, 2018, hal. 72), because the main objective of the

research is to obtain data, data collection is the most important stage in this research, when viewed from the data source, data collection can use primary sources and secondary sources (P & Cahyaningrum, 2019, hal. 79), (Sugiyono, 2017, hal. 224) To obtain accurate data, data collection requires research instruments, including observation, in-depth interviews, and documentation. The collected data will be processed using qualitative analysis, as cited by Muri Yusuf, Miles & Huberman, explaining that data collection involves three stages: (Yusuf, 2014, hal. 129) reduce data, display data and verify data.

## C. FINDINGS AND DISCUSSION

### 1. The Ability of Islamic Religious Education Teachers to Develop Teaching Methods at Public Middle Schools in Palembang City

The teacher competency referred to in this study is professional competence, namely the teacher's ability or skill in developing learning methods. Based on the results of research conducted with Islamic Religious Education teachers in public junior high schools in Palembang City, it shows that of the 40 respondents to whom the researcher gave a questionnaire, 62.5% had a bachelor's degree, 27.5% had a master's degree, and 2.5% had a doctoral degree in Islamic Religious Education. Furthermore, it was also seen that there were 3 respondents (7.5%) who taught in a field that did not match their qualifications. With this variety of teachers' final education, they also have varying abilities. The professional skills or basic teaching skills of Islamic Religious Education teachers can be seen as follows.

#### a. Teacher's ability to use learning methods

The research results indicate that teachers' ability to use learning methods is categorized as very good. This is demonstrated by a questionnaire distributed to 40 Islamic Religious Education (PAI) teachers at public junior high schools in Palembang City. 52.2%, or 21 respondents, answered "always," 27.5% (11 respondents) answered "often," 17.5% (7 respondents) answered "sometimes," and 1 respondent (2.5%) answered "never."

There are many methods that teachers, especially Islamic Religious Education (IS) teachers, can use to deliver their material. Therefore, when delivering learning materials, teachers do not rely solely on a single method. Regarding this discussion, the results of the questionnaire distributed by the researchers indicate that 3 respondents (7.5%) always use a single method, 10% (4 respondents) often use a single method, 2.5% (1 respondent) sometimes use a single method, and 80% (32 respondents) never use a single method when delivering learning materials.

Teachers who chose to always use one method in delivering their lessons stated that they only use lectures. They also answered that they never use varied methods in Islamic Religious Education (PAI) learning, amounting to 7.5% (3 respondents). Meanwhile, 27.5% (11 respondents) answered that they often did, 40% (16 respondents) answered that they sometimes did, and 25% (10 respondents) answered that they never did.

This was further reinforced by an interview conducted by the researcher on August 7, 2023. Mr. EK stated that "methods must be varied so that students don't get bored with the material being presented. This way, lessons can be more active, and no students will get sleepy or chat with their friends." (This is a phrase that appears to be a misreading of the text.) Ms. RJ echoed this sentiment, "When choosing a method, I always consider the objectives to be achieved, the material, student factors, the learning

environment, and the media." On the other hand, there are Islamic religious education teachers who don't use learning methods because they don't have a degree in education. As the researcher interviewed Mrs. FA on July 17, 2023, "I'm majoring in Accounting, ma'am. During college, I didn't receive any material on teaching methods. All I know is that teaching requires a lecture method. So I only use that method to teach the children."

Regarding teachers' ability to use this learning method, the author believes it depends on the Islamic religious education teacher's level of education. The higher the Islamic religious education teacher's education, the better their teaching competence is expected to be due to their increased knowledge and experience. Conversely, teachers without a background in education tend to be less likely to use methods appropriate to the material they are teaching.

b. Participation of Islamic Religious Education teachers in training activities and similar activities related to learning methods.

One way for teachers to develop their professional skills is by participating in various training programs to develop learning methods and models. Based on the results of a questionnaire distributed on August 23, 2023, it was shown that 70% (28 respondents) participated in training frequently, 17.5% (7 respondents) often, and 12.5% (5 respondents) answered sometimes. After participating in the training, the majority of Islamic Religious Education teachers applied the learning outcomes in their teaching and learning process. This is evident from the percentage distribution of the questionnaire, which shows that 50% of respondents answered always, 27.5% answered often, 15% answered sometimes, and 7.5% answered never. This was further reinforced by an interview conducted by the researcher on August 7, 2023. Mr. MS stated, "Thank God, the school appreciates the various training sessions the teachers have attended. As a result, teachers are given a space for dissemination to share the innovations they have learned with their colleagues. Therefore, the material learned from this training isn't just for those who listen; it's also disseminated widely. As a result, other teachers can apply the results of this dissemination in their learning."

Mrs. EN echoed this sentiment, "The material we learned at the training and workshop will be disseminated to the teachers at the school. This will encourage other teachers to participate in the workshops, especially now that our school has implemented the independent learning program. This way, other teachers can also contribute to education in Indonesia."

On the other hand, there are also teachers who frequently attend training but don't apply it to their learning, as stated by Ms. NS in an interview on August 10, 2023. "The technical guidance I attend is just for me. Why should I waste time passing it on to other teachers and applying it in their learning? The school doesn't care whether I attend or not. So, I just attend training or workshops to improve my competency."

Furthermore, the researcher interviewed Mr. MA on August 14, 2023, "I rarely attend technical guidance, ma'am, because we don't get much information about the training sessions they offer. So, we usually attend online training via Zoom. And even then, not all of them are due to limited quotas."

Regarding the participation of Islamic Religious Education (PAI) teachers in training and similar activities, it is categorized as good, as a significant number (70%) of PAI teachers participate in training or similar activities, and 50% apply the results in their teaching and learning process.

### 3. Islamic Religious Education Teachers' Creativity in Developing Varied Methods

One way to become a professional teacher is to develop learning methods and models. This means using a variety of methods. This means that the teacher uses methods that they deem appropriate for the material they are presenting. Research findings indicate that Islamic Religious Education teachers' creativity in developing varied methods is categorized as very good. This is demonstrated by a questionnaire distributed to 40 Islamic Religious Education teachers at public junior high schools in Palembang City. 57.5%, or 23 respondents, answered "always," 27.5%, or 11 respondents, answered "often," and 17.5%, or 7 respondents, answered "sometimes."

Islamic Religious Education teachers also stated that their current teaching methods are adequate but require improvement to prevent boredom. Eighty percent (32 respondents) answered "always," four respondents (10%) answered "often," one respondent (2.5%) answered "sometimes," and three respondents (7.5%) answered "never."

Although the current teaching methods are adequate, Islamic Religious Education teachers experience numerous obstacles in using these learning methods. Regarding this issue, the results of the questionnaire distributed by the researcher indicate that 10 (25%) teachers stated that they always encounter obstacles in using the methods; three (7.5%) answered "often," seven (17.5%) answered "sometimes," and the remaining 20 (50%) answered that they never encounter obstacles in using these learning methods.

The authors believe that the various responses to these obstacles are influenced by the school's conditions, student readiness for learning, and students' comprehension abilities. This was further supported by an interview conducted by the researcher on August 7, 2023. An elementary school teacher stated, "I use many methods, ma'am, but sometimes the class becomes chaotic and uncontrollable, which takes too long to prepare students for using these methods."

Mrs. NH echoed this sentiment, "The methods I apply to my students are always updated, ma'am. For example, last year I used the jigsaw method in grade VIII for the topic of good morals. It turned out that the method wasn't appropriate for the material, so this year I used a different method in grade VIII. Speaking of obstacles, there are certainly many, ma'am. Some of these include students' indifference toward their teachers, students' failure to complete assigned tasks when given in groups, students' lack of self-confidence, and their limited understanding of the case studies I presented."

On the other hand, an Islamic religious education teacher stated that she encountered no obstacles at all as long as she used a variety of methods in her teaching and learning activities. According to an interview conducted with Mr. JH on July 17, 2023, the researcher noted, "As long as I use this method in class, thank God, the students are enthusiastic about listening to my material. They also actively ask questions and work on the assignments I give them in groups. So, no students are engrossed in their own activities, let alone sleeping in my class. Although using different methods can sometimes cause chaos at the beginning of the lesson due to group division, I easily resolve this quickly so it doesn't disrupt the rest of the class."

In the author's opinion, using this variety of methods certainly presents many obstacles in the learning process. However, it ultimately depends on how the teacher, especially the Islamic Religious Education teacher, overcomes the obstacles that arise from the multitude of methods they use. This is where a teacher's pedagogical and professional abilities are evident, as a professional teacher can easily control a class.

- c. The teacher's ability to manage the class during the implementation of various methods

To overcome obstacles in implementing various methods in the learning process, teachers, especially Islamic Religious Education (PAI) teachers in public junior high schools throughout Palembang City, must possess classroom management skills. The ability of teachers in managing classes, especially Islamic Religious Education (PAI) teachers in public junior high schools throughout Palembang City, is categorized as very good. Based on the results of the questionnaire distributed by researchers, it was shown that 57.5% (23 respondents) always teach by moving students around and dividing them into groups whenever there is a discussion assignment. 27.5% answered often, and 17.5% answered sometimes. This means that some Islamic Religious Education (PAI) teachers in public junior high schools throughout Palembang City monitor the progress of discussions during the learning process in the classroom and divide students into several groups whenever there is a discussion assignment. In line with an interview conducted by researchers at a public junior high school in Ilir Barat II District on August 12, 2023, Mrs. KN explained that, "If students aren't supervised, they don't work in their groups. At most, only one or two people are working. The rest are just doing their homework. That's why I need to walk around to see each group of students working on this discussion assignment. For different materials, I tend to change the groups so they get used to interacting with different people for each assignment, ma'am."

On the other hand, Mrs. JS explained that, "For every assignment I give, I always divide students into different groups and monitor them from the teacher's chair. I also sometimes walk over to students if they have questions."

During the learning process, teachers also give students the freedom to ask questions about material and assignments they haven't mastered. Teachers also give students time to think about what questions they will ask. The questionnaire results show that 80% (32 respondents) answered that they always give students time to think and ask questions. Four respondents (10%) answered often, 2.5% (1 respondent) answered sometimes, and 7.5% (3 respondents) answered never.

In the author's opinion, teachers need to provide opportunities for students to ask questions during the learning process to ensure students truly understand the material presented. Teachers' ability to ask questions is categorized as very good, as shown by 80% of teachers, especially Islamic Religious Education teachers in public junior high schools throughout Palembang City, who answered that they always give students the opportunity to ask questions and give them time to think about their questions.

## **2. Supporting and Inhibiting Factors for Islamic Religious Education Teachers in Developing Teaching Methods at Public Middle Schools in Palembang City**

A component is a part of a system that plays a role in the overall process of achieving the system's goals. Educational components refer to the parts of the educational process system that determine its success or failure. First, the hardware component includes classrooms, practical equipment, laboratories, and libraries; second, the software component includes the curriculum, teaching programs, school management, and learning systems. Third, the so-called brainware, which concerns the presence of teachers, principals, students, and others involved in the educational process itself. In this regard, the researcher conducted an interview with Ms. Sumida S.P.d., as follows:

"Supporting factors in developing teaching methods include facilities and infrastructure, textbooks, and classroom conditions."

From the interview above, the researcher can conclude that supporting factors in developing teaching methods depend on available facilities. In addition to supporting components, there are also inhibiting components. These obstacles can come from the teacher themselves, the students, the family environment, or facilities. Teachers, as educators, naturally, also have many shortcomings. These shortcomings can hinder teachers' creativity. These include: a. Teacher leadership style, b. Explanations through reading, c. Teacher personality, d. Teacher knowledge, e. Limited opportunities for teachers to understand students' behavior and backgrounds, f. Students, g. Family, h. Facilities.

In this case, the researcher conducted an interview with Ms. SM as follows:

"Factors inhibiting Islamic religious education teachers include a lack of attention, resulting in a lack of textbooks for both students and teachers, a lack of media, and a lack of textbooks for both students and teachers."

Mr. KB echoed this sentiment:

The inhibiting factors for Islamic religious education teachers are inadequate teaching facilities, which hinder teachers' ability to apply learning media, and a lack of teacher attention, resulting in a lack of textbooks for both teachers and students. Mr. ZK expressed a similar sentiment:

"The government's lack of attention to schools has resulted in a shortage of Islamic religious education textbooks, leading some children to receive them while others do not."

From the interviews above, the researcher concluded that the factors hindering Islamic religious education teachers in teaching include obstacles from the teachers themselves, students, the family environment, and facilities.

### **3. Efforts Made by Islamic Religious Education Teachers in Developing Teaching Methods at Public Middle Schools in Palembang City**

After examining teachers' appreciation for the use of methods, this section will explain how and to what extent teachers develop learning methods. An engaging and enjoyable learning environment is essential for the teaching and learning process. Discussing engaging and enjoyable necessarily addresses the teacher's performance and personality. Therefore, to maintain performance, teachers must strive to improve their method development.

The effectiveness of a learning process in schools is largely determined by the teacher's intensity. To ensure its effectiveness, teachers are required to employ creative methods to create new creations that enhance the student learning environment. Therefore, this is where method development becomes essential. Teachers must continually develop their own personal development, including the methods they use. Field findings indicate that teachers who develop methods are not performing above average. This is due to long-standing traditions. Therefore, qualitatively, it can be interpreted that teachers are still not optimal in developing learning methods. Further, teachers who develop learning methods employ different approaches. The methods used are: 1. Participating in ad hoc training activities, 2. Reading relevant books on learning methods, 3. Discussing and exchanging ideas, and 4. Sharing experiences with fellow teachers at school.

These three methods, according to teachers, are effective ways to develop and broaden their knowledge of teaching methods. In this regard, researchers conducted an interview with Mrs. SK, a PAI teacher at a junior high school in Kemuning District. She stated that: "To develop teaching methods, training and development are essential. This is one way to improve teachers' skills so they are better prepared to face various learning challenges."

Meanwhile, teachers who were half-hearted argued that the methods they were currently using were sufficient and therefore no further development was necessary. Furthermore, they cited limited facilities and learning support at the school, making developing their teaching methods unnecessary. For these reasons, the teachers felt confident that their current methods were adequate.

#### **D. CONCLUSION**

Islamic Religious Education (PAI) teachers at junior high schools (SMP) throughout Palembang City have generally fulfilled the pedagogical competency components as per the national education standards, which are characterized by the ability to understand students, design and implement learning, conduct evaluations, and develop students' potential optimally. In developing teaching methods, there are supporting factors in the form of the availability of facilities and infrastructure, textbooks, and classroom conditions, but also encountered various inhibiting factors such as the type of leadership and personality of teachers, less varied teaching methods, limited knowledge and understanding of teachers' backgrounds, the influence of students and families, and limited facilities. To overcome these obstacles and maintain learning performance to remain interesting and enjoyable, PAI teachers undertake various efforts, including attending incidental training, reading books on relevant learning methods, and discussing and exchanging experiences with fellow teachers at school.

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