

COMPETENCE IMPLEMENTATION TEACHER PEDAGOGY IN IMPROVING QUALITY OF LEARNING IN SCHOOLS

Nurfuadi
UIN Prof. K.H. Saifuddin Zuhri Purwokerto, Indonesia
nurfuadi@uinsaizu.ac.id

ABSTRACT

The purpose of this study was to analyze the pedagogic PAI subject teacher competence to improve the quality of learning in a comprehensive manner both in terms of the affective, cognitive and psychomotor domains. Research methods with specific processes to solve problems that will be studied about the quality of learning. Research to be defined as a tool to parse and explain how the quality of learning can be improved. Data collection techniques were obtained through a variety of methods, namely interviews with teachers, students, education staff and vice principals, observations at school locations observing phenomena that occur as a complement to data, documentation studies from office meeting notes, archives, curriculum and discussions of pedagogic research focus Teacher. Conclusion Islamic Religious Education Teachers at Aliyah Schools/Madrasahs have an important role in managing learning so that they can improve the quality of good and professional learning. A competent, intelligent teacher will be able to carry out the mandate in teaching students in a professional and responsible manner. The main competence that should be attached to the figure of a teacher is pedagogic competence so that he is able to manage learning professionally. Teacher pedagogical abilities can be expected independently, in increasing their professionalism in improving the quality of student learning.

Keywords: *Competency Implementation, Teacher Pedagogy, Learning Quality*

A. INTRODUCTION

Learning is not a process to make students "experts" in certain subjects. Students need more "experience" in learning, not "knowledge". Therefore, teacher competence is the main requirement for achieving good quality learning. Ahmadi, F. 2017. Competent teachers will "eliminate" learning problems due to the curriculum. Teacher competence must be based on the ability to teach subject matter in an interesting, innovative, and creative way that is able to arouse students' enthusiasm for learning.

The teachers teach with heart, not just logic. So, the quality of education is in the hands of the teacher. The curriculum is important, but not urgent for the quality of education. No matter how great the minister is, it is not too important for the quality of education. Pity our world of education.

There has been too much discussion about theories for advancing education. Too much debate about the implementation of the curriculum. Pujiati, Eli. (2017). But unfortunately, we do too little to improve the competence and mentality of teachers in educating. Know that teachers will find it difficult to accept change if their competence is low. Education will be more complicated in the future if the quality of our teachers is weak. So teacher competence must be improved immediately, that is an important point in the quality of Indonesian education. (m.detik.com. quoted on September 13, 2018).

Therefore, the teacher has a very strategic role, because its existence is closely related to the success and quality of education. Implementation of teacher Pedagogic Competence, madrasah aliyah cilacap in order to maximize the pedagogic competence of teachers of Islamic Religious Education subjects to be able to manage the quality of learning at Madrasah Aliyah Ma'arif. Fernando, Idris. (2018). The Success of Cilacap, Cilacap State 1 Aliyah Madrasah, and Cilacap State Aliyah 2 Madrasah.

As for educational institutions at Madrasa Aliyah Ma'arif Kec. Kesugihan, Sagala, S. (2016). and Madrasah Aliyah Negeri 1 Cilacap, and Madrasah Aliyah Negeri 2 Cilacap. In the Application of Pedagogic Competence teachers in Islamic Religious Education are able to manage the quality of learning in the three madrasahs, maximizing the functioning of the role of teachers who understand pedagogic competence in improving the quality of learning for madrasah students.

B. RESEARCH METHODS

The method that the researchers used in this study included fact collection and data analysis methods. However, before describing the research method, Moleong, L..J. (2016). According to its type, this research is field research, while what is meant by field research is research that aims to conduct an in-depth study of a social unit in such a way as to produce a well-organized and complete picture of that social unit. This research is a qualitative descriptive study. This study will only describe P A I Teacher Pedagogic Competence in Improving the Quality of Student Learning in MA Ma'arif Kec. Kesugihan Cilacap, MAN 1 Cilacap, and MAN 2 Cilacap.

1.1. Data collection technique

- a. Observation Method. In this study, the participant-inactive observation method was used. In observation, all phenomena (events and behaviors) related to the context and focus of the research were recorded and documented so that data was found related to the Pedagogical Competency of PAI teachers.
- b. Documentation Method Documentation comes from the word document which means written items. The documentation method means how to collect data by recording existing data. This method is easier than other data collection. This method is used by the authors to obtain more complete data in research at schools and madrasas at Islamic Education Institutions in the Cilacap area. This is what the writer does because the information that the writer will get does not only come from people, but from data in the form of documents. The documents used can be in the form of diaries, letters, reports, meeting minutes, as well as special notes and other documents.
- c. Interview Method Interview is a method of collecting data by way of communication, namely through contact or relationship between data collectors and data sources or respondents. In this way researchers want to get information to answer or prove hypotheses that cannot be obtained by data collection methods. Sugiyono. (2017). Unstructured interviews are free interviews where the researcher does not use interview guidelines that have been systematically and completely arranged to collect the data. The interview guide used is only an outline of the problems to be asked. Unstructured interviews are more informal, questions about views, attitudes, beliefs, subjects, or about other information can be asked freely to the subject.

C. RESULTS AND DISCUSSION

1.1. Description of the implementation of PAI teacher pedagogic competencies in improving the quality of student learning at Madrasah Aliyah Cilacap.

Implementation of PAI teacher pedagogic competence. Bentri, A. (2017). At Madrasah Aliyah Ma'arif, MA Negeri 1 and MA Negeri 2 Kec. Cilacap's joy. Among them are carrying out preparations for carrying out activities for the new school year, with an activity agenda related to increasing teacher competence, in workshop activities from the Cilacap education office. Implementation of activities begins at 08.30 - 14.00, with educational materials and learning tools such as interaction learning mastery of learning materials. As for the technical implementation, it is carried out when the learning activities are completed, and on Saturdays.

The first implementation is done. Anwar, M. (2018). And the material discussed is an emphasis on understanding teaching materials and development regarding information systems, and then on learning implementation plans and continuing in data processing using a laptop with a duration of 30 minutes. Prepared by the facilitator and workshop participants, the teacher adjusts the learning material to make it more understandable.

1.2. Implementation of PAI Subject Teacher Pedagogic Competence in Improving the Quality of Student Learning at Madrasah Aliyah Cilacap.

Implementation of the Pedagogic Competence of Islamic Religion Teachers in Realizing the Quality of Student Learning, which is implemented at Madrasah Aliyah Negeri 1, MA 2 and MA Ma'arif in Cilacap, Tempa, A.T., (2019). Conducted at the beginning of the school year starting as a location at Madrasah Aliyah with a Workshop activity program to improve the quality of student learning, based on HOTS using the KM-165 system with the new KM-183 system published in 2019, then carried out in grade 10, as resource persons from the Cilacap Ministry of Religion. In the implementation of realizing the pedagogic competence of PAI teachers in improving the quality of student learning. Before the teacher gives pre-test and post-test learning, then the teacher gives directions to students to always be active. Students carry out learning contracts in each class and are mandatory for students and it is expected that students understand and feel comfortable.

(1). In motivating students to be active in participating in learning, the teacher first provides his experience to contribute to students. Dewi, R. Sumaryaning. (2016). (2). In learning activities using the discussion method, so that students are active and all students may ask questions, and the teacher as a facilitator invites students to actively speak in contexts related to the discussion material being discussed. Teachers continue to provide motivation with good values, such as stories of famous and successful figures.

1.3. Supporting and Inhibiting Factors of PAI Teacher Competence in Improving the Quality of Student Learning at Madrasah Aliyah Cilacap

Factors supporting and inhibiting the competence of PAI teachers in improving the quality of student learning at Madrasah Aliyah Negeri 1, MA Negeri 2, and MA Ma'arif in Cilacap. Among them are the backgrounds, with students who have Islamic boarding schools backgrounds so that it is easy to understand Islamic religious learning material, with complete facilities and support for all student activities in participating, Suardi, M. (2015). The pedagogic competence of teachers holding strata 2 Masters of education and masters of religion in accordance with effective subjects is the driving force for the creation of quality professional education. The policy of madrasah heads to participate in activity programs that can support the quality of teacher competence through HOTS-based workshop activities, with learning materials, with examples of making HOTS-based questions with the new Ki activity model Kd 183 and ki-kd184.

Inhibiting factors in the pedagogic competence of PAI subject teachers in managing and improving the quality of learning at Madrasah Aliyah Cilacap. With an activity program funded by the Cilacap Ministry of Religion, Indra, Shukri. (2016). Students have various weaknesses, for example students come late, students like to be noisy in class, the location of the school is far from home. Incomplete infrastructure such as religious learning laboratories, worship facilities are still lacking and not representative, the capacity for the number of congregations is not accommodated.

1.4. PAI Subject Teacher Pedagogic Competence in Improving the Quality of Learning at Madrasah Aliyah Cilacap.

In the K3M workshop activities with speakers from the Cilacap Education Office. With learning materials that are up to date with HOTS (High Order Thinking Skill) based learning. Hamdani, H. (2017). In the design of the teacher's pedagogic competency activities, of course, it supports core competence I (assessment of spiritual attitudes and core competencies and competencies 2 related to social attitudes which must be assessed and side by side with all subjects according to the curriculum, which can assess the overall student learning outcomes namely in Islamic religious subjects Subjects which include Core Competency 1 which consists of Spiritual, Core Competency 2 material which consists of Social, Competence, Core material 3 about how know Knowledge while Core Competency material 4 namely Core Competency Skills 1 and Core Competency 2 which is poured into the form of a manuscript that must be published in a scientific journal.

With a forty-minute system, learning activities to memorize the thirtieth Juz guided by JQH (Jamiyatul quro Wal hufadh), with the target that all students can memorize it in one day. The activities can increase knowledge and increase charity. Participants can pray in congregation at any time, so that memorizing is faster because they are taught by JQH (Jamiyatul quro Wal hufadh), all participants pray to return from the madrasa to their respective homes. With the implementation of teacher pedagogic competence. Every morning before class begins by praying together. Ghozali, Imam. (2016). Teachers hold pickets on duty in shifts while students enter the madrasa by participating in learning. The teacher checks students in front of the madrasa gate to take all students' absences.

D. CONCLUSIONS AND SUGGESTIONS

1.1. CONCLUSION

Based on the results and discussion above, several conclusions can be drawn, including the following:

- a. Implementation in Islamic Education Teacher Pedagogy in Improving the Learning Quality of Madrasah Aliyah students in Cilacap Regency. Carry out important learning tasks and responsibilities in improving the quality of student learning in their respective

institutions. In improving the quality of learning, there are many problems that must be criticized and evaluated so that learning can be effective. In accordance with what is happening at school, all activities are carried out to improve management in the quality of learning, such as developing learning models, in even semesters and odd semesters, as the head of a Madrasah with the K3M (Working Group) program. always carried out systematically through all teachers, especially Islamic education subject teachers.

- b. The pedagogical competence of PAI subject teachers in improving the quality of student learning at Madrasah Aliyah Negeri 2 Cilacap. In general, starting in the early semester of learning activities with IHT (In House Training) activities. By inviting educational experts from universities around Cilacap. In K3M activities as a resource person from the Central Java education office. With material related to HOTS (High Order Thinking Skill) based learning. as a teacher pedagogic competency design which of course must not ignore core competency I, namely the assessment of spiritual attitudes and core competency 2, namely social attitudes that are appropriate to all subjects.
- c. Supporting factors in the pedagogic needs of Islamic education subject teachers, to be able to improve in managing student learning at Madrasah Aliyah, which includes collaboration between class homerooms and student guardians to frequently communicate about student education, through WA groups in each class that which functions in monitoring student development, both within the madrasah environment and outside the madrasah environment
- d. Inhibiting factors in the Pedagogic Competence of PAI teachers in improving student learning in all Madrasah Aliyah in Cilacap. Among them, madrasah infrastructure and facilities are incomplete, such as language laboratories, sports facilities and places of worship, which are still lacking.

1.2. SUGGESTION

Based on the detailed discussion and conclusions above, several recommendations can be provided in the form of the following:

- a. Principals should be able to increase their duties in fostering and improving the quality of teacher competence, by participating in guiding and fostering teacher interests in increasing teacher professionalism which is very urgent in learning, and giving awards to

teachers who excel. so that it can increase the professionalism of teachers in carrying out their duties properly in accordance with the development of the subjects being taught.

- b. For teachers should be able to improve and develop their professional abilities, to be able to adjust between teachers and students in the task of providing learning, so as to improve abilities in learning. In conveying learning with creative and innovative ideas to be more effective in improving the quality of student learning.
- c. For students should be more active in learning, always do the assignments given by the teacher, and always be active in every group discussion activity, so that there is cohesiveness between group mates and other groups and mutual respect and love, and respect for the teacher.

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