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ENHANCING DIGITAL PEDAGOGICAL COMPETENCE OF RELIGIOUS SUBJECT TEACHERS AT MADRASAH ALIYAH NEGERI 3 PALEMBANG

Dadang[1]
Universitas Islam Negeri Raden Fatah Palembang (dadang_uin@radenfatah.ac.id)

Abdullah Idi
Universitas Islam Negeri Raden Fatah Palembang (idi_abdullah@yahoo.com)

Abdurrahmansyah
Universitas Islam Negeri Raden Fatah Palembang (abdurrahmansyah@radenfatah.ac.id)

Muhamad Fauzi
Universitas Islam Negeri Raden Fatah Palembang (muhamadfauzi_uin@radenfatah.ac.id)

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ABSTRACTS

Background: *This research is premised on the growing necessity for religious education teachers to possess digital pedagogical competencies, particularly in light of the current educational landscape. Digital pedagogical competency refers to a teacher's ability to effectively integrate digital technologies into the teaching and learning process. Given the rapid advancement of digital tools and their increasing relevance in education, this competency has become critical for fostering innovation in teaching methods.* ***Purpose:*** *The primary aim of this study is to analyze the various efforts made to enhance the digital pedagogical competence of religious subject teachers at Madrasah Aliyah Negeri 3 (MAN 3) in Palembang City. By examining these efforts, the research seeks to understand how teachers are improving their ability to integrate technology into their instructional practices.* ***Method:*** *Using a qualitative case study approach, data were collected through observations, interviews, and document analysis.* ***Result:*** *The findings reveal several strategies employed to improve these competencies: participation in ICT-focused training and workshops, peer learning through collaboration with colleagues adept in technology, self-directed learning via online resources like YouTube, and active involvement in professional forums such as Subject Teachers' Conferences (MGMP) and Madrasah Working Groups (KKM).* ***Conclusion:*** *The study highlights the diverse and proactive approaches taken by teachers to improve their digital pedagogical competencies, underscoring the importance of continuous professional development and collaborative learning in enhancing the integration of digital technologies in religious education.*

[1] Correspondence author

A. INTRODUCTION

Teachers are professional educators with the main task of teaching, educating, providing guidance, directing, and providing assessments to students on the formal education path. In other words, a professional job in the field of teaching, has obligations and is responsible to its leaders administratively (Ratnawilis, 2019). An educator in carrying out his duties and functions, is required to have knowledge and other competencies that are continuously grown and developed. Thus, an educator can enrich knowledge optimally, which can later educate his students where the teacher is. In general, the ideal educator is a figure who has requirements in accordance with applicable laws and regulations, is physically and spiritually healthy and has special requirements set by the user institution.

The role of a teacher is not limited to teaching, but also as a guide and director. Teachers need to actively participate in interactions inside and outside the classroom, demanding them to be innovative, especially in the current situation. The creation of learning systems after the pandemic, as well as technological advances in the era of the Industrial Revolution 4.0 and Society 5.0, which make learning more interactive and require teachers to be more proactive in integrating technology, are some of the important factors that need to be considered for teachers to innovate.

There are several indicators of innovative teachers, namely: a). Following changes in the field of education to understand the latest curriculum that is always modified; b). Look for many references regarding the state of education in other locations or countries; c). Strive to update skills, actively participate in seminars and workshops, read or emulate creative educators on social media; d). Carrying out the task of carrying out the task with a clear purpose; e). Understand the character and development of current students to interact better and facilitate relevant learning; f). Using a variety of fun learning methods, models, and media to create a fun learning environment for students; g). Students are always involved in learning activities; h). Have an orientation towards students in learning; i). Always try new approaches in the learning process, including seating plans, learning styles, types of assignments, and learning evaluation models (Syamiya et al, 2022).

Especially in today's digital era, teachers are required to familiarize themselves with increasingly sophisticated and advanced technological developments. With various cutting-edge inventions in the field of information and communication technology, the world is experiencing a globalization that is increasingly broadening in scope, in its penetration, and very instantaneous. The occurrence of spatial congestion due to early globalization has eroded conventional time limits (Ibrahim and Achmad, 2014).

Therefore, in the current digital era, teachers are continuously required to improve their competence, especially their pedagogical digital competence. Pedagogical digital competence refers to the ability of teachers to integrate digital technology in the learning process. Teachers who have this competence not only master technological knowledge, but also have the skills to design, manage, and evaluate the use of technology in teaching. In addition, attitude aspects that include openness to innovation, resilience to change, and a spirit to continue learning are integral parts of pedagogical digital competence. Teachers who have this competence are also able to relate the use of technology to relevant learning theories, as well as integrate with the context and needs of subjects and students.

According to Redecker (2017), pedagogical digital competence reflects the ability to integrate digital technology effectively in learning. This provides an opportunity for teachers to improve the quality of the learning process by utilizing technology in their professional aspects, including material preparation, interaction with students, and innovative assessment of learning outcomes.

Improving the Digital Competence of Religious Subject Teachers

Digital competence is very important for educators, because teachers' success in applying digital skills affects the effectiveness of learning in the classroom. By mastering technology, teachers can create innovative learning experiences, motivate students, and prepare them for global challenges. Digitally skilled educators can design relevant learning and broaden students' horizons, bringing about positive change in the world of education. According to Petterson et al, (2018), digital competency involves mastering technological skills to solve problems, carry out tasks, and communicate effectively, including software understanding, digital security, data analysis, and adaptation to technological developments.

In the learning process, mastery of digital competencies is very important to improve skills and competitiveness, facilitate innovation, and prepare individuals for the ever-evolving digital era. The ability to operate technology, search for information efficiently, and skills in using various online applications and platforms are the core of digital competence. Through the integration of technology in learning, students can develop creativity, collaborate virtually, and increase learning independence. Thus, mastering digital competencies not only supports students' development, but also prepares them to face the demands of an increasingly digital and global world.

In the context of pedagogical digital competence, the ability to improve learning through digital media is the main characteristic. Especially relevant in *online* teaching, this competency involves pedagogical work in general with the use of digital technology, which according to From (2017), this competency consists of three levels, namely individual interaction, course design, and overall education management. Strategic pedagogical leadership is a key component at all levels. Thus, the development of pedagogical digital competencies is essential to increase the effectiveness of education in the digital era.

Pedagogical digital competencies are crucial for educators, allowing them to integrate digital tools and resources in learning. This expertise allows for effective management of teaching and learning activities, improves the quality of learning, and facilitates student engagement. With a deep understanding of technology, educators can create a dynamic and relevant learning environment, achieving learning goals more efficiently in the digital age.

According to Motilla, et al, (2023), pedagogical digital competence refers to the specific knowledge, skills, and attitudes that teachers need to integrate digital technologies into their instructional practices. Pedagogical digital competence involves understanding how digital tools and resources can improve teaching and learning, as well as leveraging technology to support various aspects of teaching and assessment.

Sedangkan menurut Jorgen From (2017), kompetensi digital pedagogi adalah: "*The concept of pedagogical digital competence refers to the ability to consistently apply the attitudes, knowledge and skills required to plan and conduct, and to evaluate and revise on an ongoing basis, ICT-supported teaching, based on theory, current research and proven experience with a view to supporting students' learning in the best possible way.*"

Based on the above understanding, the concept of pedagogical digital competence refers to the ability to apply the attitudes, knowledge and skills necessary to plan and implement, and to evaluate and revise on an ongoing basis, related to ICT-enabled teaching, based on current theory, research and proven experience with the aim of supporting student learning in the best possible way.

Furthermore, From (2017), revealed that pedagogical digital competence directs teachers to several aspects, namely: *First*, mastery of technological knowledge: teachers' ability to integrate technology into learning. Mastery of technological knowledge allows educators to create learning experiences that are innovative, relevant, and supportive of student development in the digital age. *Second*, the skill of integrating technology in learning: includes the ability of teachers to integrate technology in learning, improving student skills. Teachers need to master digital tools, understand student needs, and create relevant learning experiences and support the development of students' digital skills. *Third*, an adaptive attitude to change, and an innovative approach to teaching: having an adaptive attitude to technological changes, as well as applying innovative approaches in teaching to meet the demands of the dynamic digital era.

Pedagogical digital competence is a set of knowledge, skills, and attitudes in the critical use of digital tools in planning, organizing, and evaluating student-centered and inclusive learning processes that are based on (1) knowledge of the effective use of digital technologies to organize teaching and learning, as well as assessing and selecting appropriate digital solutions, (2) skills to organize student learning both in the environment digital and in the classroom, which reflects the benefits of themselves and students in using various forms of cooperation (3) a positive attitude and openness to the use of pedagogical and digital solutions in the development of their professionalism (Purina-Bieza, 2021).

From some of the views above, it can be concluded that pedagogical digital competence is an important ability in utilizing ICT to support effective learning. It involves understanding theory, current research, and practical experience. Teachers must be able to plan, implement, evaluate, and revise their teaching by using digital tools to increase student engagement. These competencies include the integration of ICT with the curriculum, the development of students' digital literacy, and the promotion of inclusive and critical attitudes towards technology in education.

Furthermore, to improve pedagogical digital competence, it is necessary to carry out continuous development through specially designed training. *In-service training* is one of the effective methods, allowing teachers to continuously update their knowledge and skills without neglecting classwork. The results of the study showed that there was a significant difference in the ability of teachers before and after undergoing this training. Therefore, it can be concluded that continuous training is very important so that teachers can keep up with the latest developments in the digital world, supporting the optimization of the learning process in the classroom (Bentri and Hidayati, 2022). Meanwhile, according to Ferrari (2012), improving teachers' digital competence can be achieved through integrated training with supporting modules. The training covers information and data literacy, communication, collaboration, digital content, security management, and problem solving. The integration of these aspects prepares teachers to face the demands of technology in modern learning. With a deep understanding of digital literacy, teachers can teach more effectively and provide relevant and competitive learning experiences. Integrated training like this is essential to ensure

educators are ready for change and provide motivating and relevant teaching for the next generation of digital learners.

Digital skills can be developed not only through training and courses provided by schools. Teachers must take an active role in expanding their expertise. Digital skills develop through the efforts of teachers who actively play a role. In addition to school training, teachers need to explore independently and utilize online resources. Involvement in technology projects, use of digital learning tools, and collaboration with fellow teachers support the development of holistic digital skills for students (Howell, 2005).

The most widely chosen approach to improving teachers' digital competencies is through training courses. Other approaches include active methodologies, the use of social media, professional development webinars, and blended learning support systems. By integrating these various strategies, it is hoped that teachers can improve their skills in using technology in the classroom (Zhang, *et al*, 2024).

Teachers who have digital pedagogical competencies demonstrate expertise in utilizing digital tools, developing technology-based learning strategies, and interacting effectively in a digital environment. With experience, they continue to improve their ability to create more effective and relevant learning experiences in the digital age. These teachers not only master technology, but are also able to integrate it into the curriculum, create dynamic learning spaces, and respond to the unique needs of students. Thus, digitally competent teachers bring innovation and quality to education, helping students prepare for the challenges of the future.

Therefore, according to Howell (2005), digital skills develop not only through formal training in schools, but also through teachers' efforts in expanding their expertise. Teachers need to actively take on roles in independent exploration, utilize online resources, engage in technology projects, and collaborate with fellow teachers. This approach supports the development of holistic digital skills for students, enriching learning outside the classroom with relevant digital learning tools

Furthermore, the results of the research by Al-Ansi et al. (2021) show that online teleconferencing is quite effective in developing teacher skills, while collaboration through Teacher Working Groups (KKG) can enrich knowledge and teaching techniques. ICT equipment is very crucial in implementing a digital pedagogical approach, with continuous government support to strengthen the evolution of information technology-based learning. These findings confirm that teleconferencing and KKG collaboration have the potential to be positive in advancing education, improving teacher skills, and stimulating innovation in teaching methods.

Furthermore, in order to improve the digital competence of teacher pedagogy in learning in the digital era, concrete efforts are needed, including: *First*, participating in educational and training activities, such as: workshops, technical guidance, and teacher training (Saryati, 2014). *Second*, learning with peers, in addition, inter-class visits can also be carried out, so that teachers can learn from each other about teaching methods and class conditions from other teachers (Saryati, 2014). *Third*, independent learning and training, to develop professionalism and improve the competence of teachers can conduct learning and training independently with the intention that teachers can explore various materials in learning contained in digital technology such as *google classroom*, *google meet*, *zoom meeting*, so that in the field later teachers can apply it to the learning process (Nasriyah et al, 2021). *Fourth*, playing an active role in the forum of

teacher training organizations, according to Saryati (2014), that in order to improve the pedagogical competence of teachers and the quality of madrassas can be done in several ways, including through MGMP (Subject Teacher Conference), educational courses, workshops, supervision and school meetings, encouraging the creation of scientific papers, and giving awards.

2. Learning in the Digital Age

Digital learning, or *Technology Enhanced Learning* (TEL), combines creativity, tools, and digital technology to enrich the teaching and learning process. Teachers who utilize technology can create engaging learning experiences, both in in-person and online classes. This opens up opportunities to increase student interaction and engagement, creating a more dynamic and responsive learning environment to technological developments (Sitompul, 2022).

One of the benefits of digital learning according to Paramansyah, 2020) is fun media, which can spark students' interest in digital content. Those who study well will be able to acquire the necessary computer skills or understand them quickly by using the Web. As a result, participants anywhere and anytime, students can learn. Additionally, digital learning leverages technology to enhance the student learning experience through various tools and techniques, such as online formative evaluation and assessment, better attention to detail and quality of teaching materials as well as timing, *online content*, and the application of technology.

A fun and lively classroom environment is greatly enhanced by the use of learning media. Any hardware and software that can be used to transfer messages (learning materials) and arouse students' interest in learning activities and help educators think and feel more deeply about the content is considered a learning medium in achieving learning goals.

In the past, teachers were the only source of learning, the conventional concept of education focused on the role of teachers. However, with the rapid development of technology, the industrial revolution 4.0 brings changes. The advent of digital technology is changing the paradigm into cyber systems, enabling learning without time or location limits. The digital age enriches learning media with computer-aided programs, modules, Power Point slides, animations, and more. These advances expand access to resources and enrich the learning experience, presenting a variety of innovative learning formats (Bala, 2021).

Teachers in the digital era need to have design creativity to create interesting learning media for *digital native students*. Teachers must be able to create content in various formats such as diagrams, infographics, podcasts, audiobooks, and instructional videos. This multimodal ability ensures that education is more relevant and effective in touching diverse learning styles.

B. METHOD

Type of Research

This field research uses a qualitative method without interval, ordinal, or discrete numerical data to analyze the reality of the field, which seeks to describe the reality in the field (Bogdan and Biklen, 1998). This study seeks meaning by describing the phenomenon holistically and from the perspective of natural conditions.

Data Collection Techniques

Data collection in this study uses several techniques, namely:

a. Interview

Interview is a data collection method in which direct communication occurs between 2 or more people, to exchange information and ideas through dialogue or oral questions and answers so that meaning can be built in a certain topic (Prastowo, 2010). Interview is a form of verbal communication that aims to produce important information in a research activity (S. Nasution, 2003).

The interviews were conducted to obtain data related to the pedagogic competence of Islamic Religious Education teachers in learning in the digital era. The interviewees or informants were religious subject teachers, Madrasah Heads, students, and Students' Parents.

b. Observation

Observation is a data collection technique that involves systematic observation and recording of observed phenomena, often used to observe individual behavior or the process of events to be studied (Djaali, 2020). The researcher made direct observations on the subjects being studied to understand the conditions in the madrasah environment that was the subject of a study, related to teaching and learning activities, namely at Madrasah Aliyah Negeri in Palembang City.

c. Documentation

A document is a record of past events, it can be in the form of drawings, writings, or individual monumental works. Examples of writing include diaries, histories, stories, and policies; Images include live images and sketches. (Fadjarajani et al, 2020). The document in this study was used to obtain a total of data on the number of teachers, students as well as facilities and infrastructure related to the pedagogical digital competence of MAN 3 Palembang religious subject teachers in learning in the digital era.

Data Analysis Techniques

Data analysis techniques, researchers from the beginning read and analyze the data collected either in the form of transcriptive interviews, notes obtained in the field, documents or other materials critically analyzed, while conducting credibility tests and checking the validity of data on an ongoing basis (Yusuf, 2017).

In data analysis, there are three stages that must be carried out, including:

1. Data reduction (filtering process). To simplify the data obtained in the field, by summarizing and selecting the main points and focusing on the essence that is important to gain a better understanding (Ardiana et al, 2021).
2. Data display. An organization, the unification of information that is compiled and allows the drawing of a conclusion and the taking of action. Data presentation can help understand what happens to do something, including a more in-depth analysis based on understanding (Majid, 2017).
3. *Conclusing Drawing* (data verification). Drawing a conclusion is based on findings with data verification. The initial conclusion is tentative and can change with new evidence at the next stage of data collection (Salim and Haidir, 2019).

C. RESULT AND DISCUSSION

Efforts to Improve the Digital Competence of Religious Subject Teachers MAN 3 Palembang

Efforts to improve the pedagogical digital competence of religious subject teachers at MAN 3 Palembang, through several concrete steps, including: *First*, teachers participate in various trainings (technical guidance) on an ongoing basis on digital learning technology and applications, both *online* and *offline*, it provides an opportunity for teachers to understand and implement technology optimally in their teaching. By focusing on teacher participation, training can target individual needs and improve skills relevant to their teaching context. This will ensure the effective application of technology in learning. This is in line with the opinion of Yufita et al., (2021), that a teacher who actively participates in Information Technology training related to learning will improve his competence. With the latest updates, they can integrate technology in teaching, deliver interactive learning, motivate students, and provide relevant resources.

Second, teachers are active in learning activities with colleagues who are more proficient in the field of Information and Communication Technology (ICT), through collaboration and peer mentoring, teachers can increase their understanding of the latest developments in digital technology. This is in line with Ramaliya's (2018) opinion, that collaborating with peers is an increase in teacher competence. Through the exchange of knowledge and experience, teachers can develop new skills, update teaching practices, and effectively integrate technology in learning, thereby providing a more meaningful and relevant experience for students in the face of the ever-evolving digital era.

Third, self-study and training, including watching learning videos on YouTube channels that focus on education to improve digital pedagogical skills. This is in line with the opinion of Setyawan (2024), this independent training aims to improve teachers' digital literacy skills and change the mindset from offline to online training, it is hoped that teachers can be independent in developing their digital competencies, expanding learning methods, and integrating technology in the learning process. With easy access and a wide range of materials available, teachers can deepen their understanding of modern educational approaches and relevant technologies. This opens up opportunities for continuous self-development, improving competence in teaching, and expanding the reach of teaching into the digital domain effectively and efficiently.

Fourth, teachers are involved in collaborative forums such as the Subject Teacher Conference (MGMP) and the Madrasah Working Group (KKM). In this forum, teachers can share experiences, strategies, and resources to improve the quality of digital learning. This collaboration allows teachers to support and inspire each other in facing challenges and opportunities in the development of pedagogical digital skills. This is also in line with the opinion of Al-Ansi et al, (2021), that Collaboration through Teacher Working Groups (KKG) is a forum for educators to enrich their knowledge and teaching techniques. Its positive potential helps advance education by ensuring that teachers' skills continue to develop. Through KKG, innovation in teaching methods is stimulated, strengthening professionalism, and improving the quality of learning for students.

The collaborative efforts of teachers at MAN 3 Palembang in improving the quality of education through mastery of digital skills show a strong commitment to the development of education that is relevant to technological developments. This

collaboration not only makes learning efforts among teachers effective, but also produces a significant positive impact on student learning. By acquiring relevant digital skills, teachers can present learning materials in a more dynamic and interactive manner, increasing student engagement in the teaching and learning process. Furthermore, the initiative also prepares students to face challenges in an ever-evolving digital world, so they can compete and adapt quickly in an era filled with technology. Thus, this collaborative effort not only provides direct benefits for teachers, but also makes a sustainable contribution to improving the quality of education at MAN 3 Palembang and preparing students for an increasingly digital future.

Based on experiments in the field, in order to improve the pedagogical digital competence of religious subject teachers at the level of Madrasah Aliyah Negeri 3 Palembang, the following efforts are made:

Participating in Education and Training Activities

Efforts to improve the pedagogical digital competence of MAN 3 Palembang religious subject teachers, through various continuous trainings (Bimtek) on digital learning technology and applications, both *online* and *offline*, provide opportunities for teachers to understand and implement technology optimally in their teaching. By focusing on teacher participation, training can target individual needs and improve skills relevant to their teaching context and this will ensure the effective application of technology in learning, according to the opinion of Mr. MT Teacher of SKI Subject at MAN 3 Palembang, he revealed:

> *Concrete steps have been taken to improve the pedagogical digital competence of religious subject teachers at MAN 3 Palembang in the context of digital learning development, by participating in various activities such as technical guidance on digitalization competencies for teachers, and literacy on a regular* basis (Interview with Mr. M. Thohir, dated 7 Feb 2024).

Improving teachers' pedagogical digital competencies requires strong dedication and continuous practice. Teachers need to be actively involved in learning and the application of technology in their learning contexts. In addition, participating in various activities such as Technology Guidance (Bimtek), seminars on the development of digital learning, and intensive training in the use of learning technology is a very important step.

For teachers of religious subjects at MAN 3 Palembang City, participation in digital workshops and other relevant activities is also very necessary. Through these efforts, teachers can gain the knowledge and skills needed to effectively integrate technology in learning activities, as well as prepare students to face the challenges of the digital world. This is in line with the opinion of Pentury et al., (2021), that to improve pedagogical digital skills, teachers must be active in webinars and workshops on the use of learning technology, including interactive digital media. Interesting media will arouse the work spirit of teachers and students. This training provides new skills that support teachers to become more professional in planning and developing effective and engaging learning processes for students.

Learning with Peers

Efforts to improve the pedagogical digital competence of religious subject teachers at MAN 3 Palembang not only involve training, but also collaborative learning with peers, teachers are active in learning activities with colleagues who are more

proficient in the field of Information and Communication Technology (ICT), through collaboration and peer mentoring, teachers can increase their understanding of the latest developments in digital technology. Teachers share experiences, provide input, motivation, and encouragement to improve teaching skills in the digital era. Together, they are looking for solutions to various obstacles in digital learning.

This is as expressed by Mrs. RK, Teacher of Fiqh Subject MAN 3 Palembang City, that:

> *Collaborative efforts between teachers, such as: learning with more capable peers, through collaboration and peer mentoring, teachers can increase their understanding of the latest developments in digital technology* (Interview with Mrs. Riza Kurnia, Fiqh Subject Teacher, February 7, 2024).

In an effort to improve the pedagogical digital competence of religious subject teachers of MAN 3 Palembang City, teachers actively participate in training and carry out learning activities with peers who are proficient in the field of learning technology. Peer mentoring programs are a major initiative, allowing for the exchange of ideas to improve the quality of learning. Through the exchange of knowledge and experience, teachers can develop new skills, update teaching practices, and effectively integrate technology in learning. This provides a more meaningful and relevant experience for students in facing the ever-evolving digital era.

Teachers who are active in learning activities with colleagues who are more proficient in the field of Information and Communication Technology (ICT), through collaboration and peer mentoring, can increase their understanding of the latest developments in digital technology. This is in line with Ramaliya's (2018) opinion, that collaborating with peers is an increase in teacher competence.

Self-Study and Training

In an effort to improve the pedagogical digital competence of religious subject teachers of MAN 3 Palembang City, independent learning and training, including watching learning videos on *YouTube* channels that focus on education to improve digital pedagogical skills.

This is as stated by Mr. MT, Teacher of SKI MAN 3 Palembang City, stated:

> *By self-study and training, such as watching or watching learning videos through youtube channels (education) can enrich digital pedagogical skills, can increase the digital competence of teachers' pedagogy* (Interview with Mr. M. Thohir, dated 7 Feb 2024).

Efforts to improve the pedagogical digital competence of MAN 3 Religious Subject Teachers in Palembang City involve various activities, such as Technology Guidance, workshops, and collaborations with peers. In addition, teachers are also active in self-learning and training, using various resources such as through learning videos on *YouTube* that focus on education to improve digital pedagogical skills

This is in line with the opinion of Setyawan (2024), this independent training aims to improve teachers' digital literacy skills and change the mindset from offline to online training, it is hoped that teachers can be independent in developing their digital competencies, expanding learning methods, and integrating technology in the learning process. With easy access and a wide range of materials available, teachers can deepen their understanding of modern educational approaches and relevant technologies. This

opens up opportunities for continuous self-development, improving competence in teaching, and expanding the reach of teaching into the digital domain effectively and efficiently.

Playing an Active Role in the Teacher Training Organization Forum

Efforts are made to improve the pedagogical digital competence of teachers of Religious Subjects MAN 3 Palembang City by playing an active role in teacher organization forums, including: MGMP (Subject Teacher Conference) forum or forum, and KKM (Madrasah Working Group).

This is as expressed by Mr. AS, Teacher of the Qur'an Hadith Subject MAN 3 Palembang City, he said:

> *Collaborative efforts between teachers or with external parties to enrich the pedagogical digital skills of religious subject teachers and improve the quality of digital learning at MAN 3 Palembang, are active in various teacher organization forums, such as Subject Teacher Conferences and Madrasah Working Groups* (Interview with Mr. Abu Sama, dated 7 Feb 2024).

The collaborative efforts of MAN 3 Palembang City Religious Subject teachers in improving the quality of education through mastery of digital skills show a strong commitment to the development of education that is relevant to technological developments. This collaboration not only makes learning efforts among teachers effective, but also produces a significant positive impact on student learning. By acquiring relevant digital skills, teachers can present learning materials in a more dynamic and interactive manner, increasing student engagement in the teaching and learning process. Furthermore, the initiative also prepares students to face challenges in an ever-evolving digital world, so they can compete and adapt quickly in an era filled with technology. Thus, this collaborative effort not only provides direct benefits for teachers, but also makes a sustainable contribution to improving the quality of education at MAN 3 Palembang and preparing students for an increasingly digital future.

This is in accordance with the expression of Saryati (2014), that in an effort to improve the pedagogical competence of teachers and the quality of madrasas, various steps can be taken, including through MGMP, teachers can participate in deliberations, courses, workshops, supervision, and school meetings. Initiatives to encourage the creation of scientific papers and give awards can also motivate teachers. The MGMP Forum can hold independent and innovative training, such as the use of ICT in learning, training in writing scientific papers and classroom mapping is also an important policy in facing the digital era.

The Subject Teacher Conference is an important platform for educators to strengthen their competence, through discussion and training, MGMP becomes a forum to exchange opinions and experiences, find solutions to learning problems. In the era of digitalization, face-to-face or virtual meetings make communication easier, allowing information sharing without being limited by physical schedules. The role of this forum is the key to improving the quality of education. This is in line with the opinion of Mulyasa (2006), that MGMP is a forum or forum that can strengthen the competence of educators and improve the professionalism of teacher performance. Through MGMP activities, educators are able to improve their abilities in the process of teaching and

learning activities and all forms of difficulties faced in the field will be found solutions from teachers who are members of the MGMP organization.

Religious Subject Teachers at Madrasah Aliyah Negeri 3 Palembang City are intensively improving their pedagogical digital competencies in learning in the digital era. These efforts involve participation in *offline* and *online* training activities, such as workshops and technical guidance. They also adopt a learning model with peers to support each other in the use of technology. In addition, these teachers independently learn from a variety of sources, including watching learning videos on *YouTube*. Active involvement in teacher training forums such as MGMP and KKM is also an integral part of improving their competence.

D. CONCLUSION

In the context of increasing the pedagogical digital competence of Religious Subject Teachers at the level of Madrasah Aliyah Negeri 3 Palembang City, the steps taken involve various strategies. *First*, teachers need to participate in education and training activities, such as technology guidance, workshops, and learning ICT webinars. *Second*, collaboration with peers is key, where teachers share experiences, provide input, motivation, and encouragement to improve teaching skills in the digital era. *Third*, self-study and training become essential, with individual efforts driven by strong desire and high optimism, allowing teachers to master learning technology gradually. *Fourth*, active participation in teacher organization forums, especially MGMP, provides support in improving teacher quality through discussion, preparation of lesson plans, and problem solving, which in turn encourages the improvement of overall teacher competence. Through these steps, it is hoped that teachers can more effectively overcome learning challenges in the digital era, bringing a positive impact on improving the quality of teaching religious subjects in MAN 3 Palembang City.

E. SUGGESTIONS AND ACKNOWLEDGMENTS

Suggestions containing suggestions for future research, acknowledgments that thank those who helped complete your research, written in one paragraph with Constantia 12 font.

It is used as a thanking expression from authors to official institution or persons that act as a donor, or contribute in the research. It is completed by research letter of contract. Example: this research is supported by Ministry of Religious Affair through scheme of Research Excellence grant year 2017 number PUIK-2017-123

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