



The Importance of Teacher's Pedagogic Competence in Islamic Religious Education

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ABSTRACT

This paper examines the importance of the pedagogic competence of Islamic religious education (IRE) teachers. The expertise of a teacher in mastering pedagogical competencies is highly expected. An IRE teacher who has pedagogic competence if he is able to know the characteristics of students, because in this competency is expressed and implied a knowledge that learns about how to educate, guide students according to their development. A teacher is also required to be skilled in interacting with his students, as well as skilled in managing the learning process in the classroom. Through pedagogic competence it can be seen to what extent he has mastered the four teacher competencies, one of which is pedagogic competence. This competence will distinguish the teaching profession from other professions. In this way, if the IRE teacher is able to understand each student's characteristics, then the learning process will be more effective and efficient, and can overcome the problems that occur in students in the classroom.

Keywords: Pedagogic competence, teachers, Islamic religious education

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INTRODUCTION

Competence is a person's ability to master his field professionally. To achieve professionalism it includes several aspects of expertise such as aspects of knowledge, skills, understanding, values, attitudes and interests that have been previously set. So competence is a combination of the aspects mentioned above which must be reflected in thinking and acting. In the context of education, competency can be interpreted as a set of abilities and is responsible for his profession, namely as a teacher. Competence refers to the ability to carry out something obtained through education, competence refers to performance, and rational action to meet a certain level in carrying out educational tasks. An IRE teacher must be able to apply his competence in the

learning process so that the objectives of learning are achieved, namely to create human beings who are faithful and pious.

Fulfillment of competency mastery requirements as learning agents includes pedagogical competence, personal competence, social competence, and professional competence. (Rina Febriana 2019). In accordance with the law on teachers and lecturers that pedagogic competence is one of the teacher's abilities in managing learning, where it can be seen how far a teacher's ability is in planning learning programs, interacting with students in the learning process and the ability to provide assessments. (Gunawan et al, 2018)

Every teacher must master pedagogic competence, where with this competency the teacher can determine the success or failure of a learning process. Conversely, if a teacher does not have and master pedagogical competence, then the results of the learning process are not successful or cannot achieve the learning objectives themselves properly.

Meanwhile, IRE subjects are different from other subjects, because IRE subjects have their own characteristics, namely the results of the learning process do not only have an impact on worldly life but also concern spiritual life. From that the subject of Islamic religious education is the most important part for students, especially for those who are Muslim.

Thus, IRE teachers will assume different responsibilities from teachers in other fields of study. The IRE teacher does not solely educate students to understand knowledge cognitively, but he educates his students so that they understand Islamic teachings and can be carried out and implemented in their living environment in accordance with the demands of Islamic teachings. From that a IRE teacher is required to be able to carry out duties and responsibilities in accordance with his nature as a IRE teacher. One of them is mastering pedagogic competence as a basic competency that must be possessed. On that basis, the authors want to analyze and examine the importance of the pedagogic competence of IRE teachers.

METHOD

The method of discussion in writing this article is the author will examine And examine various literature related to the concept of teacher competence. Because of that collection of interrelated theories of reciprocal relationships. The author does not start the investigation with one particular theory , but with a field of study and matters related to that field through literature study.

This writing uses the *library research method*, namely research whose object of study uses library data in the form of books as a data source . (Sutrisno 2002). By reading, analyzing and analyzing various existing literature, collecting information and readings related to teacher competence from several reading sources, both from books, journals, magazines, newspapers and articles that discuss teacher competence.

FINDINGS AND DISCUSSION

1. Pedagogic Competence

Based on Law Number 14 of 2005 that teachers and lecturers are special professions, this profession is carried out based on competency standards according to their respective duties, teachers must master and actualize them in carrying out their duties as a profession. In this case every teacher has the right to have the opportunity to improve his competence.

The teaching profession is very unique, different from other professions, therefore teachers must be able to improve their competence to achieve the goals of learning. Because in the learning process a strengthening process is needed, with reinforcement it makes students able to learn well on their own. The teacher masters pedagogic competence, because this competency is an illustration of the extent to which the teacher is able to manage learning, with its own characteristics, so that these characteristics distinguish a teacher from other professions.

In article 28 paragraph 3 of Government Regulation Number 19 of 2005 that: Competence is a learning agent starting from the level of primary and secondary education as well as early childhood education including: pedagogic, personality, professional, and social competencies. (Kunandar, 2008:73).

Pedagogical competence is the skill of a teacher in teaching, educating and interacting well in the classroom. Besides that, they also have the ability to manage the learning process both in conveying learning material, as well as in preparing material well and interestingly so that students have an interest and are motivated to take part in learning.

The competence of the IRE teacher, firstly, is that he is able to interpret learning material according to the structure, concepts, mindset and knowledge that are relevant to Islamic education learning. Second, he is able to analyze IRE material both in the form of concepts, structures, mindsets with relevant knowledge of the learning process. (BSNP: 2007:46).

These four competencies must be mastered by a IRE teacher. It has become a demand to improve the quality of education at all levels. In this paper, the focus is on pedagogic competence which includes: understanding of students, designing and implementing learning, the evaluation process in learning, and developing students to actualize their various potentials.

2. The Importance of Pedagogic Competence.

In general, the IRE teacher is the same as other teachers, but specifically he is a teacher whose profession is teaching IRE subjects, whose daily work he struggles with his students, namely in an atmosphere of teaching Islamic education subjects. Here a IRE teacher not only teaches religious knowledge, but he also educates by instilling akhlaqul karimah values to his students.

IRE teachers to improve their pedagogical competence cannot just be self-taught, but they need training education. With training education will produce a change both cognitively, affectively and psychomotor for himself and for his students. (Ishmael, Mudarrisuna Journal : 2015,716)

Pedagogic competence is very important and must be owned, known and mastered by an IRE teacher, so that in the learning process their students do not feel bored and boring . In this case, Hatta HS in his book explains that in order for students to be motivated in the learning process, teachers must be able to ; . (Hatta HS: 2018, 79-92).

- a. Mastering the learning material he will teach including supporting teaching materials for the completeness of teaching materials. Here the teacher is required to master teaching material based on the school curriculum, namely the teacher must master the material or branch of knowledge being taught. Through this competence students need guidance and training, so that students understand and understand what is being taught, teachers must also be skilled in developing learning materials so that students have an interest, are well motivated. This pedagogical competence requires serious effort, because it is not obtained suddenly but is obtained through a continuous learning process not during the status as a teacher but lifelong education which is carried out properly and systematically.
- b. Being able to manage learning programs, lots of creations and inspiration in creating and growing students' activities in the learning process, this is one of the teacher's abilities in managing learning programs that have been arranged in such a way. Teachers are expected to have good skills in planning, compiling, and managing learning programs properly. Teachers who have regulatory competence are able to describe someone who will appear in front of the class. Thus there are several things that must be carried out by the teacher, such as: formulating instructional goals (competencies that are desired to be achieved), recognizing and being able to use appropriate instructional processes. So before carrying out the learning process the teacher has prepared a lesson plan. The RPP will contain all the steps and procedures for a learning process. (Hatta HS: 2018, 80).
- c. A teacher in the learning process must be able to manage learning, so that the learning program is implemented. It is an obligation that a teacher, if he wants to start learning, must convey the objectives of learning and the competencies to be achieved. Besides that, there are several things that must be understood and carried out by a teacher; 1) knowing the extent of the intelligence of their students, here teachers often receive complaints from their students. Because the intelligence level of their students is different, they also have different characteristics. 2) in carrying out remedial, a teacher must schedule it in advance, not suddenly. Remedial is very important, because the abilities of students in one class vary according to the abilities of the students themselves. Meanwhile, the learning program is complete learning.
- d. A teacher with pedagogic competence must be able to develop a national curriculum that is tailored to the needs of the school. In designing the curriculum the teacher has the right and authority. Then in designing the curriculum it must be adapted to the character of students, the vision and mission of the school and in accordance with the learning experiences needed by students. We can see this in the preparation of the local content curriculum (Mulok) which is completely left to each school.

- e. Furthermore, a teacher is able to manage the class. The classroom atmosphere must be conducive, the dream of all students besides the teacher. This means that everything is neatly arranged, such as the arrangement of classrooms, the class atmosphere is neatly arranged so that students are happy to be in the classroom, setting strict class rules but these rules make students happy and friendly, then they must ensure that their students are focused, relaxed but serious. don't let the time that is occupied be useless, be enthusiastic at the beginning of learning, and the teacher's position stands during the learning process. (Hatta HS: 2018, 85). The teacher has the task of being able to manage the class well; by being able to manage the class can create a conducive classroom atmosphere for students so that the goals of the learning process are carried out effectively and efficiently. (Syaiful Bahri Djamarah, 2010, 174).
- f. Able to use learning media. Through the media a teacher can channel his message, namely learning material. With this media students can be motivated in learning, so that the learning process is carried out in a conducive manner and facilitates the delivery of learning material. Learning media must also be adapted to the abilities of students so that students can understand the material being taught. The teacher's ability to use media can also affect the level of understanding of students in receiving the learning material provided. In the 4.0 era, technology is developing very rapidly, teachers must keep up with world developments, namely they must be able to use IT media so that the learning process becomes interesting with dynamics or variations in the delivery of learning material.
- g. Able to understand the foundation of education, the plan is planned kurikulum 2013 and now the independent learning-free campus curriculum (MBKM) through the independent curriculum can make a difference between development and the pace of change. Besides that, students are required to be able to master various sciences so that later there will be no obstacles in entering the world of work. And provide opportunities for students to have other learning experiences outside of the learning program.
- h. Able to interact in the learning process. In order to establish good interaction in the classroom, a teacher must be able to choose and determine learning models, approaches, methods and strategies that suit the characteristics of students and the material to be taught. Through interaction in an effective learning process between teachers and students becomes a very dominant one, meaning that there is communication so that the process of transferring knowledge to students goes well, besides that there is a discussion of problems so that there will be a solution to reach the truth of a problem.
- i. Being able to give assessments to students, assessments must be carried out before and after the learning process takes place. Through the assessment the teacher can determine whether the learning process that has been carried out has changed in the students themselves. Because assessment is also one of the instruments in the learning process. The function of an assessment is for the teacher to know the progress of his students, as a

report to the parents of the students, and most importantly the teacher himself knows how far he is successful in carrying out the learning process.

- j. A teacher with his pedagogical competence is able to guide his students. The task of the teacher besides teaching, educating is also guiding which is his duty as a teacher. In the classroom there are various characteristics that differ from one another. There are types of students who are ignorant and just relax in the classroom without focusing on the learning process, such children need special guidance and observation so that they can follow the learning process well. Don't the teacher respond with anger and emotion and stop the learning process, but look for a solution. Guidance is assistance given to individual students so that they are able to develop themselves with their potential, so that they are able to solve problems and obstacles in learning (Henni Syafriana Nasution et.al; 2019, 4). Guidance for students besides being related to academics , it also concerns the learning process, for example the occurrence of obstacles in learning there may be many problems in personal life that make it difficult for them to learn, here guidance is needed for the progress of their students . With guidance for students, students can utilize their potential in developing abilities in learning , thus they have a sense of responsibility in pursuing their future .
- k. Able to carry out school administration, a teacher is not only capable of teaching, but he must also be able to manage school administration. Because a school is an institution that manages education it must be supported by good school administration, aiming to complete learning administration, class administration, and others.

From the point above, we can understand that an IRE teacher with his pedagogical competence must be able to master learning material, manage learning programs, manage learning processes, manage classes, master learning media, understand the foundation of education, interact well in the classroom, give judgment. who are authentic to their students, and are able to guide their students and master school administration, all of that so that the learning process can be carried out properly, effectively and efficiently.

3. Islamic Religious Education Teacher

According to Hamdani Ihsan and A. Fuad Ihsan (2007) that teachers are adults who are responsible for providing guidance/assistance to students in their physical and spiritual development so that they reach maturity, are able to carry out their duties as creatures of God, caliphs on the surface of the earth, as social beings. and as an individual who can stand alone.

Islamic religious education is a conscious and planned effort in preparing students to know, understand, live, have faith, be pious with noble character, practice the teachings of Islam from the main source of the holy book Al-Qur'an and Al-Hadith, through guidance activities, teaching exercises , as well as the use of experience. (Ramayulis: 2012 , 21).

The IRE teacher is at the forefront in improving the quality of religious education for students, here he will always interact directly with his students in the learning process. Guidance is given to their students so that students are motivated to always live in harmony with the

provisions of Islamic teachings. Religious guidance can be in the form of matters of worship, creed, and morals originating from the Al-Quran and Hadith.

To improve the quality of Islamic education, a IRE teacher must be able to have competencies that are aligned with the goals of the education itself. Pedagogic competence is one that is mastered by a IRE teacher in developing his duties as an educational staff.

So an IRE teacher must have pedagogic competence, with the pedagogic competence of a teacher can determine the success or failure of a learning process. Because Islamic religious education has its own characteristics different from other subjects. IRE subjects not only have an impact on worldly life but also in the afterlife. Here the role of the IRE teacher is not only responsible for educating their students to understand Islamic teachings, but students must be able to implement it in their lives where they are.

A. CONCLUSION

What is meant by competence in this paper is the formation of mastery of knowledge and professional actions that exist in a teacher, in order to realize learning objectives.

The pedagogical competence of Islamic education teachers is to understand a set of knowledge, skills, behaviors that must be owned, internalized and mastered in educating, teaching, guiding, directing, training, assessing and evaluating students so as to enhance development according to the level of education and values of Islamic teachings.

Pedagogic competence is very important in the IRE learning process, thus an IRE teacher is required to be able to manage learning. Among the competencies, pedagogic competence needs to get serious attention. Why is it important and serious, because education in Indonesia, if we read both in print and electronic media, is stated to be less successful by some people, especially regarding ethics and morals. To change the paradigm of some of the community, IRE teachers must have pedagogical competence so they are able to manage learning.

Islamic religious education is education that originates from Islamic teachings, which is carried out in a planned and conscious manner, in the context of teaching, educating, and guiding, so that there is a change in the behavior and actions of students. At the same time, the formation of a complete personality that comes from Islamic teachings itself. Which is implemented in everyday life so that you are happy in this world and in the hereafter.

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