

## **The Implementation of Islamic Religious Teacher Education Competency at Prima Mandiri Junior High School Percut Sei Tuan**

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**Abstract:** The purpose of this study was to determine the pedagogical competence development program for Islamic Religious Education teachers, the implementation of fostering the improvement of pedagogical competence of Islamic Religious Education teachers, find out the barriers to improving teacher pedagogical competence in Islamic Religious Education, and the efforts made in overcoming barriers to improving pedagogical competence of Islamic Religious Education teachers at Junior High School Percut Sei Tuan. This research uses a phenomenological qualitative research method that is uncovering the problems that occur so as to find and understand what is hidden behind the problems that occur. The implementation of this phenomenological qualitative research aims to understand and interpret various existing problems. Data collection techniques by observation, interview and document review. Data analysis techniques with data reduction, data presentation and conclusion drawing. The results of this study are: (1) The program to improve the pedagogical competence of Islamic Religious Education teachers in Prima Mandiri Junior High School, Swimming Village, Percut Sei District, Deli Serdang District is to improve educational qualifications, equalization and certification, education and competency education, and education supervision. (2) The implementation of pedagogical competence training of Islamic Religious Education teachers in Prima Mandiri Junior High School, Swimming Village, Percut Sei District, Deli Serdang Regency is to determine the implementation objectives, competencies, and compile training materials. (3) Obstacles to the implementation of the pedagogical competence of Islamic Religious Education teachers, namely changes in teacher centered to student centered, spiritual morals, culture of reading and researching, assessment of attitudes, knowledge and skills, ability to use IT, and activeness in participating in the MGMP. (4) Efforts to overcome obstacles in fostering pedagogical competence of Islamic Religious Education teachers at Prima Mandiri Junior High School, Swimming Village, Percut Sei Tuan Sub-District, Deli Serdang District is to enable the implementation of lesson studies and workshops that discuss how to teach learning activities intended in the 2013 curriculum, activate inter-school meetings that has implemented the 2013 curriculum, and a mentoring program for target schools to help overcome various obstacles faced by schools or teachers in implementing it.

**Keywords:** Pedagogic Competence and Islamic Education Teachers

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### **Introduction**

The professionalism and quality of work of these teachers is one of the important factors that are needed by schools to achieve goals in the field of education. The professionalism and quality of work of teachers is also an indication of the teacher's commitment to the school as an organization where he teaches, so it can be said that a teacher who is committed to the school where he teaches will try to work earnestly to realize the goals to be achieved.

As a direct organizer of education in schools, teachers need help and guidance. Teachers are school personnel who are always dealing with various things in which they cannot solve problems thoroughly without getting help from other parties, especially from government policy. Teachers are always dealing with situations that are changing at any time, such as curriculum, community demands, fulfillment of their needs, and so on. The most difficult thing faced by teachers is facing changes in community demands, namely demands for changes that are sufficiently swift from the community that require change. In this condition the teacher needs help from other parties.

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Teachers in carrying out their duties and efforts to improve their performance, many factors become obstacles. For this reason, continuous and continuous coaching is needed with programs that are directed and systematic towards the competencies of teachers in schools. Usman asserted that competence is related to the capacity that exists in a person to be able to meet certain requirements in carrying out certain activities or jobs. Teacher competency (teacher competency) the ability of a teacher to responsibly perform his or her duties appropriately. Teacher competence is the ability of a teacher in carrying out obligations responsibly and properly. With this description of understanding, it can be concluded that competence is the ability and authority of teachers in implementing their teaching profession. Uzer, (2008: 98)

Guidance on teacher competencies in the implementation of learning, especially pedagogical competence, is very important especially in carrying out a training program for teachers so that they have a good understanding of the nature, objectives, and functions of learning implementation by understanding and mastering learning implementation techniques that are able to improve the quality and quality of learning.

Based on preliminary studies conducted at Prima Mandiri Junior High School (SMP) Percut Sei Tuan, it can be stated that efforts have been made to optimize the implementation of learning, especially with the socialization of coaching and improving pedagogical competence to all teachers in carrying out learning tasks in 2013 curriculum socialization, including Islamic Religious Education teachers.

The form of teacher competency development activities in the implementation of learning that has been done involves the teacher in special education and training to improve teacher pedagogical competence. The form of activities carried out is through training activities, workshop activities, Subject Teachers' Consultation (MGMP) and teacher competency improvement programs in implementing and optimizing the implementation of the 2013 curriculum.

Based on the results of an interview with one of the Islamic Religious Education (PAI) teachers at Prima Mandiri Junior High School Medan, it can be stated that after the implementation of various trainings related to teacher pedagogical competency development, there were still some problems encountered when practicing in the field, particularly in the implementation of classroom learning. Among the problems found were the lack of teacher skills in designing learning especially the lack of teacher's ability to develop 2013 curriculum-based learning tools.

Some problems faced by teachers, particularly related to teacher pedagogical competence in the implementation of learning can indicate that teachers are still unable to prepare learning tools such as Syllabus, Learning Implementation Plan (RPP), Teaching Materials, Learning Media, Test Instruments and other learning outcomes are supporting very important for teachers and students to help understand the concept of the subject matter to be learned, especially on Islamic education subjects.

The lack of teacher pedagogical competence certainly has an impact on teacher performance in implementation especially as well as having an impact on weakening discipline and performance. In fact, with this pedagogical competence, teachers should improve their discipline and performance in teaching so as to optimize the achievement of learning objectives. Pedagogical competence should have an impact on the teacher's paradigm of work discipline and improvement of work quality in learning. (Abdillah:2015:8).

Some research results that emphasize the importance of teacher's pedagogical competence in improving the quality of learning include research conducted by Judges, (2015) about the contribution of teacher competencies (pedagogical, personality, professional and social) to learning performance (Contribution of Competence Teachers (Pedagogical, Personality, Professional Competence) and Social) On the Performance of Learning). The results of the study concluded that teacher competence is very important in the implementation of learning. Teacher competence has an important role including a very high category in supporting the achievement of learning success, especially related to the mastery of teaching materials, the ability to manage learning and commitment to do good work.

Hamilton's (2013) research on the conceptual framework of teacher competence and its relation to student achievement (Conceptual Framework of Teachers 'Competence In Relations To Students' Academic Achievement). The results of the study conclude that teachers often use publications or other external tools as an assessment. Most of the assessment of information that they use for decision making comes from the approach they make and implement. Indeed, class assessment demands go well beyond the instruments available. Teachers should have the knowledge and skills in choosing techniques, as well as teaching materials that are appropriate in learning to improve pedagogical competence during learning.

Lehmann Research, (2013) about teacher competencies in implementing sustainable development education (Teachers' Competencies for the Implementation of Educational Offers in the Field of Education for Sustainable Development). The results of the study concluded that the teacher has an important role in learning. The role of the teacher is included in the very high category in supporting and improving the quality of learning. Learning conducted by teachers related to the ability to implement learning that can have implications for the design of learning undertaken by the teacher.

The results of Srutirupa's research, (2014) about enriching the pedagogical competence of teachers through simulation classes (an action research in schools) (Enriching Pedagogical Competency of Science Teachers through Simulation Classes in Pre Service Teacher Education: An Action Research in College of Teacher Education). The results of the study conclude that there are significant differences in the pedagogical competence scores of students of science teachers before the simulation and during the internship program that is after the simulation. The teacher and students have evaluated themselves and answered that the simulation has increased their pedagogical competence. The conclusion is that simulation is an effective tool to enrich the pedagogical competence of science teachers.

Bhargava, (2011) about students' perceptions of teacher teaching competencies (Perception of Student Teachers about Teaching Competencies in the American International Journal of Contemporary Research). The results of the study conclude that teaching becomes a multifaceted activity requiring the latest knowledge and vision for teachers. Pedagogical principles develop professional acuity and a deep understanding of student behavior. The training program is very important because there are deficiencies such as the still low competency of knowledge which is only 12.22%, teaching skills only reach 12.03% and trained professionals only 11.87%. These findings prove that teacher competency guidance is a must.

### **Research Methods**

This type of research is qualitative research, which this study has the characteristics that the data is stated in a state of reasonable nature as it is. Be aware, (2006: 174). This research was conducted at Prima Mandiri Junior High School, which is located in Percut Sei Tuan. The reason for choosing the location of the research is because at the place or at the institution the teacher has conducted guidance on the pedagogical competence. When the research was conducted from January to March 2020. Data collection in this study was carried out with 3 (three) techniques commonly used in qualitative research, namely interviews, observation, and document review.

### **Results and Discussion**

#### **The Pedagogical Competence Development Activity Program for Islamic Education Teachers at Prima Mandiri Junior High School Percut Sei Tuan**

In an effort to improve the quality of life of the nation, the quality of human resources is one of the important aspects that must be considered. Life can be better if its human resources are of high quality. One of the ways to create quality human resources is through education. Formal education institutions are the key to national civilization, therefore the role of the teacher is a very vital part in improving the quality of human resources. Teachers are professionals who carry out the main tasks and functions to increase students' knowledge and insight, skills, mentality and morals as national assets.

Some of the programs determined later from the results of the study also found a number of activities carried out namely relating to improving teacher qualifications. The activities carried out were study assignments and the granting of study permits for teachers. The certification program is given an allowance for teachers in improving teacher welfare to be better able to meet the facilities and facilities that can support efforts to optimize teacher performance in the implementation of learning in schools.

Education and training programs for teachers thereafter carried out in various types of activities. Among the activities of the education and training program for teachers is to carry out In House Training, tiered and specialized training, short courses LPTK, visiting. The education supervision program is to carry out managerial supervision and academic supervision.

#### **The Implementation of the Improvement of Pedagogical Competence Improvement of Islamic Religious Education Teachers at Prima Mandiri Junior High School Percut Sei Tuan**

Efforts to improve the quality of human resources in Indonesia must be followed by a commitment of the government to play a role in improving the quality of education and including teachers, it is hoped that in the future there will be smart, creative and competitive generations and human resources to participate in developing the nation and country in order to realize Indonesia's progress in the future.

In implementing the 2013 Curriculum training specifically for Islamic Religious Education teachers also emphasized the existence of several important competencies that must be possessed by teachers that are related to the attitude of the teacher itself towards the existence of the 2013 Curriculum, the teacher's understanding of the 2013 Curriculum and some important skills that must be possessed by the Education teacher Islam in the implementation of the 2013 curriculum in the implementation of learning.

The curriculum is closely related to educational success, although the curriculum is not the only factor that influences the quality of education. The curriculum is something that is planned in order to achieve educational goals. The essential curriculum is to deliver students through learning experiences so that they can

grow and develop as optimal as possible. Hamalik, (2008: 118) states the curriculum is an educational program provided by educational institutions for students. The curriculum is not limited to a number of subjects but all things that can affect student development. The curriculum is a plan that contains the content and learning material, methods, methods or learning strategies, and is a guideline for organizing teaching and learning activities.

### **The Barriers to Increasing Pedagogical Competence at Islamic Education Teachers of Prima Mandiri Junior High School Percut Sei Tuan**

Efforts to develop teacher competency are inextricably linked to obstacles that occur in the field. The inhibiting factors that have been identified need to be considered, so that failure in developing teacher competence in the implementation of the 2013 curriculum becomes an important factor to be considered. The competency development process is also inseparable from the policies set for improving teacher competency. Implementation of a policy is something that is important, maybe even far more important than making policy. Policies will only be dreams or good plans that are neatly stored in the archive if they are not implemented.

Setyodarmodjo explained that in a policy process, the implementation process is a process that is not only complex, but also a very decisive thing. Not a few government policies that have been formulated very perfectly, but failed in their implementation to achieve the goal, one of which is due to be done through other means, not in accordance with the guidelines and also due to the subjective factors of the actors (policy actors) and from the community directly or indirectly affected by the intended policy.

### **Efforts to Overcome Barriers to Increasing Pedagogical Competence of Islamic Education Teachers at Prima Mandiri Junior High School Percut Sei Tuan**

Various changes to the curriculum, especially in the 2013 curriculum, of course schools experience obstacles when implementing the latest curriculum. Obstacles occur due to internal and external factors, obstacles from internal factors, namely changes in attitude, use of technology and the ability to conduct assessments. In addition, obstacles from external factors, namely socialization about the curriculum that has not been maximized. With the obstacles of course there are also efforts to overcome these obstacles, efforts to overcome also come from internal and external factors. Efforts to overcome internal factors, namely the need to optimize the MGMP forum and improve infrastructure. In addition, efforts to overcome external factors, namely socialization of a sustainable curriculum, especially with the assistance process.

Mastery of competence and application of teacher knowledge and skills, will determine the achievement of the quality of the learning process or mentoring students, and the implementation of additional tasks relevant to schools / madrasahs, especially for teachers with additional assignments. Teacher performance appraisal system is an appraisal system designed to identify the teacher's ability to carry out his duties through the measurement of mastery of the competencies shown in his performance.

### **Conclusion**

Based on the results of research and discussion, the following conclusions can be made:

1. The program of enhancing the pedagogical competence of Islamic Religious Education teachers at Prima Mandiri Junior High School, Swimming Village, Percut Sei District, Deli Serdang Regency is improving education qualification, equalization and certification, competency education and training, and education supervision.
2. The implementation of pedagogical competence training for Islamic Religious Education teachers at Prima Mandiri Junior High School, Swimming Village, Percut Sei sub-district, Deli Serdang District is to set implementation objectives, competencies, and prepare training materials.
3. Obstacles to the implementation of the pedagogical competence of Islamic Religious Education teachers namely:
  - 1) Change teacher centered to student centered.
  - 2) Spiritual morals, a culture of reading and researching
  - 3) Assessment of attitudes, knowledge and skills
  - 4) The ability to use IT
  - 5) Active in joining MGMP
  - 6) Efforts to overcome barriers to pedagogic competence of Islamic Religious Education teachers in Prima Mandiri Junior High School, Swimming Village, Percut Sei District, Deli Serdang Regency are:
    1. Enabling the implementation of lesson studies and workshops that discuss how to teach the learning activities intended in the 2013 curriculum.
    2. Activating meetings between schools that have implemented the 2013 curriculum.

3. Targeting mentoring programs for schools to help overcome various obstacles faced by schools or teachers in implementing them.

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