ANALYSIS OF ISLAMIC RELIGIOUS RELIGIOUS EDUCATION TEACHER'S PEDAGOGIC COMPETENCE IN CURRICULUM DEVELOPMENT

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Abstract: The objective of this research was to analyze The teachers' Pedagogical competence in curriculum development, the obstacles faced in curriculum development, and how efforts were made to improve curriculum development at a Madrasah in Kalijaga. The Pedagogic competence of Islamic religion teachers has a critical role in implementing the curriculum. Managing Pedagogic competence, especially in curriculum development, becomes a common problem found in realizing learning objectives. This research used a descriptive qualitative method. Observation, interviews, and documentation are the data collection technique. The result of the study describes that the pedagogic competence of PAI teachers at a Madrasah, especially in developing curriculum, syllabus, and lesson plans, is good. Most PAI teachers have made learning devices such as syllabi, an annual program, a semester program, implementation of teaching and learning and teaching, and learning evaluation. Although one or two teachers still have not completed their learning devices before entering the class to teach.

Keywords: Competence; Curriculum Development; Pedagogic Competence.

INTRODUCTION

This study aims to analyze the Pedagogic Competence of Islamic Religious Education Teachers in developing a curriculum at one Madrasah Aliyah in Indonesia, analyze the constraints and obstacles they face in curriculum development, and explore what steps in overcoming these constraints and barriers. It was expected that the success of efforts to improve the quality of education was strongly influenced by the quality of the human resources involved in it because, in any education system, the quality of ability and professionalism was the key to the success of the education system (Majid, 2014) .

Source Human Resources (HR), the heart of a system, was the main component of management education. The quality of a teacher largely determined success in the learning process because the teacher was a key factor and the leading resource of a school organization. There was an assumption that the teacher was the spirit of the education quality, which plays an essential role in determining the overall quality of teaching and learning in an academic unit or school. Furthermore, it was said that the low quality and quality of education, which is currently a problem in the world of education in Indonesia, cannot be separated from the influence and role of a teacher. Because it must be realized that the main factor determining the quality and quality of education is the teacher, the teacher was at the forefront in creating quality human resources because he was dealing directly with students in the classroom through the learning process.

Pedagogic competence was the ability of teachers to manage to learn, at least covering the understanding of educational insights or foundations, understanding of students, curriculum/syllabus development, lesson planning, educational and dialogical learning implementation, utilization of learning technology, evaluation of learning processes, and outcomes, and development students to actualize their various potentials (Zulvah, 2013) .

Learning activities involve two parties that influence each other. For those who carry out learning activities, it is necessary to have broad knowledge and insight related to learning theories and an adequate understanding of educational learning principles related to the subjects.

That was why, in carrying out learning activities, Islamic Religious Education teachers must adhere to scientific principles and uphold the truth of knowledge. This means carrying out learning activities in schools or madrasas, especially in Islamic Religious Education teacher classes, using theoretical principles, such as approaches, strategies, methods, and learning techniques that educate creatively on the subjects being taught.

In this era of globalization, education was a field that required teachers to be more professional in carrying out their duties. This position was the key to changing Indonesian society in thinking and following what was mandated by law. The era of globalization has also made the world of education innovate by using various technologies (Mu'thia Mubasyira, 2016) .

Reflecting on (1) the professionalism of teachers in education

plays a significant role in learning activities, (2) the failure of education was one of the reasons for the poor level of teacher professionalism caused by a lack of understanding of insights or educational foundations (3) the existence of teaching staff who teach inappropriately with their educational background will have an impact on the quality of education. (4) the ability of teachers to develop a curriculum or syllabus following the most important objectives of the curriculum and using lesson plans under the objectives and learning environment was still lacking. (5) there were still teachers who were less capable of utilizing learning technology. In contrast, in learning, educators were required to use technology as a medium to make the learning process more exciting and not dull.

From the findings obtained by the researcher during the initial observation and looking at the relevant previous research results, the researcher was interested in writing a study entitled "Analysis of the Pedagogic Competence of Islamic Religious Education Teachers in Curriculum Development at Madrasah Aliyah."

METHOD

The researcher chose to use a qualitative research approach with case studies. The type of research that will be applied in this research is descriptive qualitative research, which is a study aimed at describing and analyzing the phenomenon of events, social activities, attitudes, beliefs, perceptions, and thoughts of people individually and in groups (Sukmadinata, 2015). This type of research was a study in which the data collected was in the form of words, pictures, and not

numbers. Even if there were numbers, their nature was only as a support. Descriptive research functions to obtain information about symptoms' status at the study's time. This research is directed to determine the nature of a situation at the time of the investigation.

This qualitative method was used for several considerations. First, adapting qualitative methods was easier when dealing with reality. Second, in this method, data collection was not guided by theory but by facts found during field research so that the data obtained was more in-depth (Sugiyono, 2010).

This was in line with what was expressed by Moleong, that qualitative research was rooted in a natural setting as a necessity. It relies on humans as research tools and utilizes qualitative methods and inductive data analysis. It directs its research objectives to find fundamental theories, is descriptive, emphasizes process over results, limits the study to focus, and selects a set of criteria for writing validity. Data, the research design was provisional, and the results were agreed upon by the researcher and the research subject (Moleong, 2021).

The research was conducted in one of the Madrasah Aliyah in Kalijaga. The research participants were the Deputy Head of the Madrasah Curriculum Section and 5 Islamic Religious Education Teachers, which included 2 SKI subject teachers, 1 Akhlak subject teacher, 1 Fiqh subject teacher, and 1 Quran Hadith teacher or document reviewer. Consists of the completeness of teaching administration and learning media owned by each PAI subject teacher

Data collection techniques were related to the mechanism that researchers in collecting data must carry out. This was the most strategic research step because the purpose was to collect data (Saebani, 2008). The data collection techniques carried out by researchers to obtain information about the Pedagogic Competence of Islamic Religious Education Teachers at MA Darussholihin NW Kalijaga in curriculum development and the obstacles faced in developing the curriculum, as well as the efforts made to overcome the barriers faced, namely:

a. Observation

The observation method was a technique or method of collecting data by observing ongoing activities(Sukmadinata, 2015) . In terms of implementing this research, using passive participatory observation (*Passive Participant Observation*), while in terms of instrumentation, this research uses structured observation. Passive *Participant Observation* is observations made by researchers with people's daily activities being observed or used as data sources(Sugiyono, 2010) . In this case, the researcher observed the action of the persons but was not involved in the activity (Sugiyono, 2010). This method was the primary method in looking at the pedagogical competencies of Islamic Religious Education Subject teachers at a Madrasah Aliyah in Kalijaga. In this observation, mechanical equipment such as cameras, cellphones, and others was used to observe the Pedagogical Competence of Religious Education Teachers in curriculum development by following the teaching and learning process inside and outside the classroom and the obstacles faced in developing the

curriculum as well as the efforts made to overcome the challenges faced.

b. Interview

An interview is a conversation between two or more people whose questions were asked by the researcher to the subject or group of research subjects (Emzir, 2012). The interview method collected data with one-sided questions and answers that were carried out systematically and based on the research objectives (Hadi, 2018). The interview method used in this study was a semi-structured interview, where the implementation was freer when compared to structured interviews. The purpose of this interview was to collect data more openly, where the parties invited to the discussion were asked for opinions and ideas. In conducting interviews, researchers need to listen carefully and record what was stated by the informant (Sugiyono, 2010). In this case, interviews were conducted with the Deputy Head of the Madrasah Curriculum Section and 5 Islamic Religious Education Teachers, which included 2 SKI Subject teachers, 1 Akhlak Akidah subject teacher, 1 Fiqh subject teacher, and 1 Hadith Quran subject teacher.

Interviews were conducted to find detailed and in-depth information on the informants: the vice principal of the curriculum field and the PAI Mapel Teacher. In conducting interviews, the interviewer brings guidelines which were an outline of the things to be questioned (Arikunto, 2019).

But it does not rule out the possibility of new questions that have to do with the problem. Meanwhile, according to the question form, the

researcher used an open interview type. Researchers conducted interviews by asking questions that did not limit to answers(Emzir, 2012). Related to the Pedagogic Competence of Islamic Religious Education Teachers in curriculum development and the obstacles faced in developing the curriculum, as well as the efforts made to overcome the barriers faced.

c. Documentation

The documentation method was one of the data collection techniques by collecting and analyzing documents, including relevant books, regulations, activity reports, video photos, and relevant data. Documents were records of events that had passed. Documents can be in the form of written pictures or monumental works of someone (Sudaryono, 2014). The data to be obtained through this documentation method was data about teacher learning device documents, including lesson plans, syllabus, and various documents related to the Pedagogic Competence of Islamic Religious Education Teachers in curriculum development and the obstacles faced in developing the curriculum as well as efforts-efforts were being made to overcome the difficulties faced.

Then in terms of data analysis, this research uses qualitative descriptive analysis techniques, namely data analysis that gives predicates to the variables studied according to actual (Suharsimi, 2005). Based on Miles and Huberman's opinion on the data analysis problem, data analysis will be carried out interactively. It will continue to complete by applying three interactive analysis activities (Sugiyono, 2013).

Data reduction *(Data Reduction)*

Data reduction is a form of analysis that sharpens, selects, focuses, discards, and organizes data so that conclusions can be drawn and verifiedd (Emzir, 2012). Data reduction was a process of selection, termination, attention, and simplification.

Data Presentation (*Data Display*)

This study's second step of data analysis activities was data display or presentation. Data presentations are in the form of descriptions, charts, and relationships between categories. By displaying data, it will be easier to understand what is happening and plan further work.

Withdrawal of Conclusions *(Verification)*

The final step in the analysis of qualitative data according to Miles and Huberman was drawing conclusions and verification

FINDINGS
CompetenceIslamic Religious Education Teacher Pedagogy in Curriculum Development

Based on interviews with the Deputy for Curriculum Sector and five PAI subject teachers, it can be concluded that Islamic Religion Subject Teachers, Quranic Hadith, Fiqh lessons, Akidah Akhlak, and SKI have made learning tools at the beginning of the semester. However, some teachers still had not completed their devices before teaching, which means that the Teacher's Pedagogic Competence in terms of curriculum and syllabus development and making teaching plans can be said to be good.

Most teachers design learning plans that follow the syllabus. The teachers usually gave the syllabus to students at the beginning of the meeting. After that, the teacher and the students discuss certain teaching materials so that students can achieve the specified learning objectives. The teachers have already made learning tools at the beginning of the semester before the learning process begins. However, there were still one or two teachers who did not design the learning process following the syllabus, which can be seen and found in teachers with little teaching experience or in new teachers who have just taught. The learning process still seems monotonous with the lecture method only, where the teacher only explains the material without any variations in teaching methods.

From the results of an interview with one of the teachers with the initials "SA" who teaches Al-Qur'an Hadith, most Islamic Religious Education teachers follow the sequence of learning materials by paying attention to the learning objectives following the syllabus given to students at the beginning of the meeting. However, some junior teachers, not certified ones, had not followed the sequence of learning materials by paying attention to the learning objectives at the beginning of the meeting. This illustrates that the pedagogic competence of PAI teachers in MA in this criterion can be said to be good.

Furthermore, from an interview with one of the teachers with the initials "AY," AkidahAkhlaq teacher, the teacher chooses learning materials according to the learning objectives and follows the context of students' daily lives. However, two PAI teachers in the Madrasah Aliyah could not apply these competencies. The teachers could not select materials that suit the learning objectives and the context of

students' daily lives. The pedagogical competence of most PAI teachers at MA Darussholihin in this criterion can be said to be good.

Then in terms of evaluating learning outcomes and the use of learning technology, from the interviews with several resource persons, it can be illustrated that most PAI teachers already have good competence. However, there were still one or two teachers who were unable to evaluate learning outcomes properly and thoroughly and were able to utilize learning technology well.

Constraints Faced in Developing Islamic Religious Education Curriculum

a. Islamic Religious Education Teacher is not yet a Qualified Bachelor

The facts in the field show that there were still Islamic religious education teachers who had not yet graduated. While Article 8 of the Law on Teachers and Lecturers states that teachers are required to have academic qualifications, competencies, and educator certificates, be physically and mentally healthy, and can realize national education (National, 2005).

Islamic religious education teachers who did not have undergraduate education qualifications were required to attend undergraduate education programs. To continue undergraduate education, as explained in Article 9 of the Law on Teachers and Lecturers, the academic qualifications, as referred to in Article 8, were obtained through higher education for a bachelor's program or four diplomas.

One of the madrasa teachers with the initials "M" who was one of the senior teachers because he had been teaching since 1976 when the researcher interviewed him that he did not continue to the first-level level said, "in the past, it was rare for people to continue their education to a bachelor's degree, only to high school or MA. It was extraordinary because the conditions at that time were challenging, now college was delightful, and the government even funded some; if I continue to study now, it was not possible because I am old"

b. Lack of Mastering Media or Learning Technology

Learning media was beneficial for Islamic religious education teachers to convey material to students. The function of the media as a messenger to recipients of messages, facilitating learning activities carried out by teachers, even since the government decided to carry out the online teaching and learning process due to the coronavirus outbreak. It was inevitable that all teacher councils throughout Indonesia, even in remote areas, carry out learning by using media, either by making students video recordings and then sending them to *email* or *Whatsapp,* or other social media.

c. Islamic Religious Education Teachers Have Not Attended Much Training or Training

Islamic education teachers in madrasas were required to carry out learning activities in the classroom. They were required to continue learning and developing themselves through various training and activities to improve their abilities and skills. Because education continues to experience and develop along with changes and developments in society, through different training and exercises that Islamic religious education teachers

follow, they will get a variety of additional knowledge and enrichment.

d. There were still many Islamic religious education teachers who have not been certified

Teachers were like other professions, doctors, accountants, and lawyers. All disciplines need to be professionals. Certification was a means or instrument to achieve a goal, not an end. There needs to be awareness and understanding from all parties that certification is a means to earn quality. This awareness and experience will result in a suitable activity. The purpose of certification was to determine the level of eligibility of a teacher in carrying out his duties as a learning agent in schools, to protect the teaching profession from incompetent educational service practices that can damage the image of the teacher himself.

Efforts to overcome the obstacles thatfaced indevelopment of Islamic religious education curriculum

To improve the pedagogic competence of PAI subject teachers in some things that were considered to be still lacking known from the results of observations and observations such as in terms of curriculum and syllabus development as well as making teaching plans, increasing teacher competence in terms of applying more effective teaching strategies and methods. Varied and in terms of the use of learning technology in evaluating children's learning outcomes which have direct implications in overcoming the obstacles faced in the teaching and learning process, the Madrasah Aliyah, in this case, the head of

the Madrasah, has implemented several steps and strategies including:

a. Sending Islamic Religious Education teachers to attend the MGMP PAI meeting at the Regency level which was held once every semester.

This step was necessary to improve PAI teachers' ability to understand the insights or educational foundations reflected in the mastery of learning materials and aspects of understanding the psychology of students through various experiences with other PAI teachers encountered in these activities.

Besides that, by participating in the Regency level PAI MGMP activities held every semester, it was hoped that PAI teachers could increase their capacity in curriculum development and learning tools, where curriculum development becomes necessary. Abandoned because it was the spirit of the educational institution that determined the quality of the learning process at the educational institution (S, personal communication, 202 2).

b. Organizing seminars, workshops, training on the preparation of learning tools.

Given that there are still PAI teachers who do not understand well the technical preparation of learning tools and remember the importance of teacher competence in compiling a learning tool that contains the formulation of the objectives to be achieved, materials will be taught, teaching and learning activities, schedules and evaluation models which will be applied to find out the final result of the learning process, then it has become a routine activity in the Madrasa, at the beginning of the new school year before

the teaching and learning process begins, the Madrasah carries out training activities for the preparation of learning tools for all subject teachers, especially PAI teachers.

This activity was a peer tutorial guided by one of the teachers who was considered the most knowledgeable about the curriculum and the technical preparation of learning tools. This activity was also seen as more effective in increasing teacher competence in making their own devices, compared to curriculum preparation activities by inviting other tutors from madrasa supervisors or other tutors from the Ministry of Religion or Ministry of Education and Culture institutions because when guided by peer tutors from fellow teachers, the teacher feel more comfortable and do not hesitate to ask questions and interact when they encounter obstacles and difficulties in the preparation of learning tools (S, personal communication, 202 2).

c. Organizing workshops and training on the Utilization of Learning Technology.

Learning technology has a massive role in the success of learning activities. However, there were still PAI teachers who had not been able to utilize learning technology. Increasing teacher competence in using and utilizing technology at the Madrasah Aliyah was necessary. The development of science and technology requires teachers to continue to develop and innovate learning by using learning technology to maximize the expected learning output.

A small example of the importance of the ability to utilize learning technology was the model of educational evaluation tools or report cards which were no longer handwritten manually but were already in the form of RDM (Digital Madrasah Report Card). The Ministry of Religion released the report card application, which has been widely used for several years.

Even teachers of subjects were required to be able to use the input model for Daily Test Values, Mid-Semester Assessments, and Final Semester Assessments that were integrated with the RDM (Digital Madrasa Report Report)(S, personal communication, 202 2).

d. Participate in Education Workshops or seminars organized by the Education Office or the Ministry of Religion and other relevant institutions on education management.

Besides encouraging and facilitating the teachers in participating in the three activities described above, the Head of Madrasa as the person in charge of educational activities, continuously motivates and enables teachers to improve pedagogical competence by attending Education Workshops or seminars organized by the Education Office or the Ministry of Religion and other relevant institutions on education management which were considered to be shortcomings of Islamic education teachers, for example in terms of how to develop curriculum and learning syllabus, how to plan to learn, how to organize educational and dialogical learning as well as how to develop student's abilities so that they were able to actualize their potential (Supriadi, personal communication, 2022).

e. Supervision of Madrasah Heads and Supervisors on a regular basis and periodically

As the person in charge and the primary supervisor at the Madrasah, the Madrasah principal also constantly motivates Islamic religious education teachers to continue reading religious books that are appropriate to the material they will teach in class. The Madrasah has prepared free wifi in schools to support the teaching and learning process, not only material from teacher handbooks and listening to religious lectures related to PAI to develop their pedagogic competence.

Deputy Head of Curriculum, through the interview, revealed that the development of pedagogic competence was also carried out through the supervision of learning and validation of teaching tools by the Madrasah Head and by the supervisor of the supervisor, guidance and evaluation at teacher meetings, encouragement, and motivation to develop themselves with further studies, sending teachers to participate in education and training activities organized by the government or the private sector, take an active role in MGMP activities, and workshops and teachers in Madrasahs were given the same opportunity to continue their education at the master's level or higher level.

DISCUSSION

After analyzing the data obtained through interviews and the results of previous observations regarding the findings related to the Pedagogic Competence of Islamic Religious Education Teachers in Curriculum Development in Madrasahs, it can be concluded that The teacher's pedagogic competence can be said to be good. This was as stated by Khairuddin (2018) that, In essence, a professional teacher must have the ability to carry out his duties to be someone good at educating and teaching. Experienced teachers are educators who have the skills and abilities to carry out educational and teaching tasks.

Teachers must have competencies or abilities that absolutely must exist in themselves to carry out their duties and functions to the fullest. Mulyasa, (2013) said that the teacher was someone who had the authority and was entirely responsible for providing education to students both individually and classically, both in the school environment and outside. In other words, the teacher has at least a basic competence or ability as a form of right of authority and competence in carrying out his profession.

Darimi (2015) expresses the need for academic competence for PAI teachers that must be considered by managers of Islamic education institutions, government, and society. With the hope that the teacher can form students with character, noble character, noble character, eminent personality, and dignity. In line with this Mulyadi (2011) revealed that teachers' pedagogic competence contributes to PAI teachers' performance. The quality of PAI learning was strongly influenced by pedagogic competence.

In addition, it was also found that Madrasahs have exerted efforts to improve the pedagogical competence of teachers of Religious Education Subjects by sending teachers of Islamic Education Subjects to attend district-level PAI MGMP meetings once every semester. Besides, Madrasah holds seminars, workshops, training on the

preparation of learning tools regularly at the beginning of the new school year, organizing seminars and training on the use of learning technology, encouraging and facilitating PAI subject teachers to attend educational workshops or seminars organized by the Education Office or the Ministry of Religion and other relevant institutions on education management and last but not least was to carry out regular and periodic supervision of the Head of Madrasah and Supervisory Board.

CONCLUSION

After analyzing the data obtained through interviews and previous observations, the teacher's pedagogic competence is good. They were able to develop a curriculum and syllabus and make teaching plans. Most PAI teachers make learning tools at the beginning of the semester. However, one or two teachers still had not completed their learning tools.

Likewise, the pedagogic competence of PAI teachers in terms of sequencing learning materials by paying attention to learning objectives following the syllabus given to students at the beginning of this meeting can be good. In contrast, most Islamic Religious Education teachers follow the sequence of learning materials by paying attention to learning objectives following the syllabus. Students at the beginning of the meeting, although it was still found that there were one or two teachers, especially teachers who were juniors and those who had not yet been certified, did not have these competencies.

Choosing learning materials to suit the learning objectives and under the context of students' daily lives can also be said to be good. However, it was still found that there were one or two Islamic

Religious Education teachers who had not been able to apply these competencies..

Pedagogic competence of PAI teachers in evaluating learning outcomes and using learning technology can also be said to be good. From the interviews, most PAI teachers already have these competencies well, although there were still one or two teachers who have not been able to evaluate the results. Learn well and thoroughly and be able to use learning technology well.

Constraints faced in curriculum development include finding Islamic Religious Education Teachers who were not yet qualified to have a Bachelor's degree, and there were still PAI teachers who were unable to develop a syllabus and make lesson plans. From the observations and interviews, it was also found that PAI teachers were less able to evaluate student learning outcomes using media or learning technology.

Efforts made by the madrasah, in this case, the head of the madrasa to improve the pedagogical competence of teachers of Islamic Religious Education Subjects in curriculum development were sending teachers of Islamic Religious Education Subjects which include Quranic Hadith, Fiqh, Akidah Akhlak, and SKI subjects to attend the district level PAI MGMP meeting which was held once every semester and then holds seminars, workshops, training on the preparation of learning tools regularly at the beginning of the new school year, organize seminars and training on the use of learning technology, encourage and facilitate PAI subject teachers to attend educational workshops or seminars organized by the Education Office or the Ministry of Religion and other relevant institutions

regarding education management and the last was to carry out regular and periodic supervision of the Head of Madrasah and Supervisory Board.

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