



## PEDAGOGIC COMPETENCIES OF ISLAMIC EDUCATION TEACHERS

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**Abstract:** Competencies that must be possessed by educators are competencies as learning agents, namely the ability of educators to act as facilitators, motivators, motivators and inspirational learners for students. With the fact that there are still many teachers' abilities in implementing learning are still low, and teachers do not understand the most appropriate learning methods yet. Without good knowledge and skills in choosing and using learning methods, it is very difficult for the quality of teaching and educational outcomes to be achieved properly according to the school-based level curriculum standards. This study aims to determine pedagogical competence in Islamic learning through the understanding of the participants of the students, as well as the development of the curriculum taught. The results of this study provided an understanding of teachers in using pedagogical competencies that are appropriate to the situation of children in the classroom, so that children do not feel bored

**Keyword:** Islamic Religious Education, Pedagogical Competence, Teacher.

### INTRODUCTION

Education is the most important part of life, which must always get attention to be developed and developed so that it is truly felt and can provide benefits for the process of growth and development of the nation and state. Through Regulation No.19/2005 concerning National Education Standards, in article 19 concerning process standards and article 55 regarding management standards states that each education unit in planning learning processes, implementing learning processes and evaluating learning outcomes, as well as supervising effective learning processes and efficient monitoring activities are needed, supervision, evaluation and reporting, and taking steps to follow up the results of supervision.

This task is entrusted to the supervisor of the education unit responsible for fostering, monitoring, and assessing the education unit. One of the standards that plays an important role in implementing education in schools is the standard of educators and education personnel. What is meant by educational staff consists of teachers, managers of education units, supervisors, researchers and development in the field of education, librarians, laboratories, learning resource technicians and examiners. The teacher is one

element in the field of education that must play an active role and place his position as a professional staff in accordance with the demands of an increasingly developing society.<sup>1</sup>

Efforts to create professional teachers, the government has made the rules for the requirements to become a teacher. Article 8 of Law 14/2005 concerning teachers and lecturers states. But in reality there are only a few teachers who meet these requirements.<sup>2</sup> Improved teacher performance will affect the quality improvement of Human Resource *outputs* produced in the education and learning process. The quality of education and graduates is often seen to depend on the teacher's role in managing the teaching components used in the teaching and learning process for which he is responsible. To be able to achieve optimal learning outcomes of course the teacher must have and display maximum performance during the teaching.

## RESEARCH METHODS

The method used in this paper uses the *library research* approach. Literature study or literature is material. In this literature study there are four main characteristics that need attention: *First*, the writer or researcher deals directly with text (nash) or numeric data, not with direct knowledge from the field. *Second*, the library data is *ready to use*, meaning that the researcher does not go directly into the field because the researcher is dealing directly with the data source in the library.<sup>3</sup>

*Third*, library data are generally secondary sources, in the sense that researchers obtain material or data from second hand and not original data from the first data in the field. Fourth, library data conditions are not limited by space and time. Based on the explanation above, the data collection used by the author in making this article. The author examines several journals, books and other documents along with sources of data or other information deemed relevant to this paper.

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<sup>1</sup> Veithzal Rivai and Sylviana Murni, *Education Management Analysis Theory and Practice*, (Jakarta: Rajawali Press, 2010), p. 817.

<sup>2</sup> Jejen Musfah, *Competence Enhancement Through Training and Resource Teachers Learning Theory and Practice*, (Jakarta: Gold, 2011), p. 27.

<sup>3</sup> Mestika Zed, *Literature Research Methods*, (Jakarta: Obor Indonesia Foundation, 2003), p. 34.

## RESULTS AND DISCUSSION

### Pedagogical Competence

#### 1. Understanding Competence

Related to the term competency, some experts have put forward some definitions. Musfah argued that collection of knowledge, attitudes, and skills should teachers to achieve the purpose of learning and education. Competence is obtained through education, training, and independent learning by utilizing learning resources. Sukarman stated that competence is the authority of every make decisions according to their role in the organization that is relevant to their expertise, knowledge, and abilities.

Sedarmayanti competency general is related to skills, skills, abilities. Basically the word is competent, means competent, capable context of human someone him s at work. Competence also relates to the capacity a fulfill a requirement in carrying out certain activities or jobs. This is as stated by Usman competen the teacher *the responsibly* teacher obligations responsibly and properly. With this description of understanding, it can be concluded that competence is the ability and authority of teachers in carrying out their teacher profession.<sup>4</sup>

Hanafi suggests that the teacher an autonomous class has the authority to reform the classroom in order to change the behavior of learners in a sustainable manner that is consistent with development tasks and demands of the surrounding environment. The teacher as an architect changes the behavior of students and at the same time as a role model the students are required to have perfect competence. Are analyzed and derived based on the nature of the teacher, namely: ideas, main, taste, and effort. The notion is identical to the main professional competency synonymous with social competence; a sense of synergy with personality competence, and effort synonymous with pedagogical potential.<sup>5</sup>

#### 2. Pedagogical Competence

Based on Government Regulation No. 19/2005, competencies that must be possessed by educators are competencies as learning agents, namely the ability of educators to act as facilitators, motivators, motivators and inspirational learners for students. With regard to curriculum implementation, a teacher must be able to develop the curriculum at the level of each education unit and adapt it to local needs.<sup>6</sup>

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<sup>4</sup> Saiful Sagala, *Professional Abilities of Teachers and Education Personnel*, (Bandung: Alfabeta, 2012), p. 34.

<sup>5</sup> Moh. Uzer Usman, *Becoming a Professional Teacher*, (Jakarta: Rineka Cipta, 2010), p. 98.

<sup>6</sup> Nanang Hanafiah, *Concept of Learning Strategies*, (Bandung: Refika Aditama, 2012), p. 103.

### **a. Planning a teaching and learning program**

Teaching and learning process needs to be planned so that in its implementation learning takes place properly and can achieve the expected results.

The main elements that must be present in the planning of teaching, namely: a). The objectives to be achieved, in the form of forms of behavior what is desired for students to have after the learning process, b). Learning material or lesson content that can lead students to achieve goals, c). The methods and techniques used, namely how the teaching and learning process that will be created by the teacher so that students achieve their goals. d). Assessment, i.e. how to create and use tools to find out whether goals have been achieved or not. The activities of planning teaching and learning programs according to the pattern of Instructional System Development Procedure (PPSI) include: (1) formulating instructional objectives, (2) describing the unit description, (3) designing teaching and learning activities, (4) selecting various media and learning resources, and (5) arranging instruments for the value of goal mastery.

The teacher's ability to plan or plan teaching and learning programs includes the ability to: a). Plan the organization of teaching materials, b). Plan class management, c). Plan the use of media and teaching resources, d). Planning an assessment of student achievement for teaching purposes.<sup>7</sup>

### **b. Carry out an assessment**

Assessment of teaching and learning process carried out to determine the success of planning teaching and learning activities that have been prepared and implemented. Evaluation is defined as a process that determines how well the organization of a program or activity is carried out to achieve the stated goals. Evaluation is an inseparable part of every human effort, a good evaluation will spread understanding and improvement of education, while a wrong evaluation will harm education. Thus, carrying out an assessment of the teaching and learning process is part of the teacher's task that must be carried out after the learning activities take place in order to find out the level of success of achieving goals, so that they can pursue follow-up student learning outcomes.<sup>8</sup>

### **c. Competency Characteristics**

Muhibbinsyah stated that every prospective teacher and professional teacher is expected to understand the characteristics of his personality that are needed as a role model for his students. Constitutionally, teachers or educators at every level of formal

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<sup>7</sup> Saiful Sagala, *Professional Abilities of Teachers and Education Personnel*, (Bandung: Alfabeta, 2012), p. 34.

<sup>8</sup> Moh. Uzer Usman, *Becoming a Professional Teacher*, (Jakarta: Rineka Cipta, 2010), p. 99.

education must have a unit of qualifications and certifications produced by accredited tertiary institutions (Article 42 paragraph 1 and 2 of the National Education System Law. Personality characteristics relating to the success of teachers in cultivating their profession include cognitive flexibility, openness psychological. Purba further stated that there are five main characteristics of competence that ultimately affect individual performance, namely: motives, traits, self concepts, knowledge, and skills. The five sources or characteristics interact and work together to form individual competencies.<sup>9</sup>

Character or character or competent personality, among others, are as follows: a). Curiosity, competent people always want to know something they don't know yet, they that much". b). Hard-hearted (persistence), competent people have hard hearts, meaning that they have a firm stand or have a strong ideology, c). Constructive (constructive), competent people always want to break something that is outdated and build a new one in the shortest possible time.

#### **d. Competency Category**

Sedarmayanti stated that based on research with a sample of 20 countries, the types of jobs and industries determined 18 competencies that are "*generic*" which are commonly found in various fields of work and industry. The competency model explains the most important behaviors needed for superior performance in specific positions, roles or functions, which can consist of several or various competencies. The competency model for leadership and coordinators is basically the same and includes: commitment to continuous learning, orientation to community service, conceptual thinking, decision making, developing others, high standards of professionalism, impact and influence, innovation, leadership, organizational concern, orientation to performance , service-oriented, business strategy, teamwork, and diversity.

The competency model for experts and support is basically the same and includes commitment to continuous learning, orientation to community service, care for accuracy and details, creative and innovative thinking, flexibility, high professionalism standards, planning, organizing and coordinating, problem solving, orientation to performance, orientation to service, teamwork and diversity. Competence according to the level and function of work that distinguishes between partners and superiors, includes competencies relating to orientation to entrepreneurship, conceptual thinking, innovation, analytical thinking, decision quality, orientation to service and communication. Different types of competencies are associated with aspects of human behavior and with the ability

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<sup>9</sup> Saiful Sagala, *Professional Abilities of Teachers and Education Personnel*, (Bandung: Alfabeta, 2012), p. 35.

to demonstrate the ability of the behavior. There are several types of competencies that can be explained as follows:<sup>10</sup> a). Planning competency, associated with certain actions such as setting goals, assessing risk and developing a sequence of actions to achieve goals, b). Influence of competency, associated with actions such as having an impact on others, forcing certain actions or making certain decisions, and inspiring to work towards organizational goals. Both types of competence involve different aspects of human behavior. Competence has traditionally been associated with successful performance, c). Communication competency, in the form of the ability to speak, listen to other people, written and nonverbal communication.

Some factors that can affect one's competency skills are as follows: a). Beliefs and Values, i.e. beliefs about oneself and others will greatly influence behavior. If people believe that they are not creative and innovative, they will not try to think about new or different ways of doing things. <sup>11</sup> b). Skills namely skills play a role in various competencies. Public speaking is a skill that can be learned, practiced, and improved. Writing skills can also be improved by instruction, practice and feedback. c). Experience, namely the expertise of many competencies requires. d). Characteristics of personality, namely in personality, including many factors, among which are difficult to change. However, personality is not something that cannot change. In fact, People respond and interact with power and the surrounding environment. e). Motivation is a factor in competencies that can change. By giving encouragement, appreciation for the work of subordinates, giving recognition and individual attention from superiors can a subordinate. f). It is impossible to improve through every intervention that an organization embodies. Certainly factors such as experience can improve skills in this competency.<sup>12</sup>

For this reason, it is increasingly clear that teacher competence must be supported by knowledge, attitudes and appreciation. That means that a teacher must reflect at least two assets, y hat means that a teacher must reflect at least two assets, namely ownership of educational tools, and mastery of learning tools. In connection with this, in the Surah al-Taubah (9) verse 105 all humans are required to do good work, have a use value and be useful with the concept of good deeds, because every work done gets the attention of Allah, His Messenger and people -believers.<sup>13</sup>

<sup>10</sup> Sukarman Purba, *Performance of Department ...*, p. 62.

<sup>11</sup> Moh. Uzer Usman, *Becoming a Professional Teacher...*, p. 108.

<sup>12</sup> Wina sanjaya, *Curricula and Learning, Theory and Practice of Educational Unit Level Curriculum Development*, (Jakarta: Kencana Prenada Media Group, 2009), p. 30.

<sup>13</sup> Indonesian Ministry of Religion, *Qur'an and Translation*, (Jakarta: Foundation for Providing Translators of the Qur'an, 2005), p. 428.

### 3. Teacher Pedagogical Competencies in Learning

The teacher is one of the important factors in implementing curriculum. However ideally an curriculum without being supported by the ability of teachers to implement it, the curriculum is not meaningful as an educational tool, and conversely learning without a curriculum as a guide will not be effective. Thus the role of the teacher in implementing the curriculum holds the key position as stated by Nana Syaodih, S, to implement the curriculum in accordance with the design, it requires some preparedness, especially the readiness of the implementer. Other educational resources, such as facilities and infrastructure, costs, organization, environment, are also the keys to educational success, but the main key is the teacher. With limited facilities, infrastructure and costs, creative and highly dedicated teachers can develop innovative programs, activities and learning aids. The abilities teachers must master in implementing the curriculum are as follows:<sup>14</sup>

Secondly, the ability to describe curriculum goals into more specific goals. The objectives formulated in the curriculum are still general in nature, need to be elaborated on more specific goals. Conceptual goals need to be elaborated on their application, competency objectives are elaborated on performance, more specific problem solving or development goals. Third, the ability to translate specific objectives into learning activities. Concepts or application concepts need to be translated into learning activities, how to approach or learning methods to master concepts or develop / train the ability to apply concepts. Competence shows, skills, skills, habits. Therefore, learning models or methods used are models or methods that have activities or actions. Problem solving or the development of personality aspects is also the ability of how learning approaches or methods are designed to improve these abilities.<sup>15</sup>

To anticipate the obstacles faced, it is necessary to try the following things, in diagnosing community, both the school board and committee, were involved from the beginning. Besides aiming for support, community needs can also be detected. In analyzing the needs of this curriculum the basic abilities needed by students to develop in accordance with the intellectual, emotional development, and the needs of the community at that time are things that need to be prioritized. Second: in implementing curriculum the teacher has full authority in implementing the learning strategy and subject matter / material. In formulating goals, competency profiles, competency units, and expected

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<sup>14</sup> Rusman, *Curriculum Management*, (Jakarta: Rajagrafindo Pesada, 2013), p. 75 .

<sup>15</sup> Wina Sanjaya, *Curricula and Learning, Theory and Practice of Educational Unit Level Curriculum Development*, (Jakarta: Kencana Prenada Media Group, (2009), p. 28.

behavioral changes in this case have been described, thus, the ability of teachers to choose between competencies and instructional goals is something that must be improved. Third, the structure of the material is organized starting from the planning of teaching in the form of lessons, until the evaluation becomes a unified interconnected unit.<sup>16</sup>

## CONCLUSION

Hanafi suggests that the teacher an autonomous class has the authority to reform the classroom in order to change the behavior of learners in a sustainable manner that is consistent with development tasks and demands of the surrounding environment. The teacher as an architect changes the behavior of students and at the same time as a role model the students are required to have perfect competence. The main elements that must be present in the planning of teaching, namely: a). The objectives to be achieved, in the form of forms of behavior what is desired for students to have after the learning process. b). Learning material or lesson content that can lead students to achieve goals. c). The methods and techniques used, namely how the teaching and learning process that will be created by the teacher so that students achieve their goals. d). Assessment, i.e. how to create and use tools to find out whether goals have been achieved or not. The activities of planning teaching and learning programs according to the pattern of Instructional System Development Procedure (PPSI) include: (1) formulating instructional objectives, (2) describing the unit description, (3) designing teaching and learning activities, (4) selecting various media and learning resources, and (5) arranging instruments for the value of goal mastery.

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<sup>16</sup> Rusman, *Curriculum Management*, (Jakarta: Rajagrafindo Pesada, 2013), p. 76.



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