PEDAGOGIC COMPETENCE
OF ISLAMIC EDUCATION TEACHERS
IN SMA NEGERI 5 PURWOKERTO BANYUMAS DISTRICT

THESIS

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CHAPTER I

INTRODUCTION

A. **Background of The Problem**

Acceleration of information and globalization have affected various dimensions of life and quality of human resources (SDM), including become low of values Islam in some communities. We also often hear and see how the youth and students are expected to be idea of the nation has been involved with video porn, drugs, and gambling.[1]

The government never stops to effort the improve education, for example focus in various changes and innovative programs, likes improving the pattern of school relationships with the environment and government, the pattern of development planning and pattern of development managerial model, teacher empowerment and restructuring of learning models.[2] Forth of nation was influenced by quality of education. It will produce human resources that reliable and able to competent.

Low of human resources is a challenge for education. Nation can showed better with character that have by citizen. Now, character of citizen gotten through character education. It will build good moral value and habit of citizen. Especially in the school, students gotten value of character through

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[1] Abdul Majid. *Belajar dan Pembelajaran Pendidikan Agama Islam* (Bandung: Remaja Rosdakarya, 2012), p. 4

[2] Abdul Majid, *Perencanaan Pembelajaran Mengembangkan Standar Kompetensi Guru,* (Bandung: Remaja Rosdakarya, 20an12), p. 3

religion education, and almost people in Indonesia is Islamic to be their religion.

Islamic education teach about: faith, history of Islam, *fiqh,* Quran and Hadith and then moral value and character (*ahlak*) is the most characteristic in this religion. This education is very important because parents or teachers make an aware effort to lead and educating children and directed on physical and spiritual development so that they able to form a personality suitable with teachings of Islam.[3]

Education that obligatory to follow by Muslim is Islamic education. It have main goals that's development of national education goals as stated in the Undang-Undang Sistem Pendidikan Nasional No. 20 of 2003 Article 3, namely "National Education aims to develop students' potentials to become a man that faith and fear to God Almighty, noble, healthy, knowledgeable, skilled, creative, independent, and become citizens that democratic and responsible."[4]

Education process must be an educator or teacher and also students. According to Article 39 (2) of Law No. 20 of 2003 "Educator is people who qualified as teachers, counselors, tutors, lecturers, instructors, facilitators and other name that suitable with their specialization, and participating in education."[5]

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[3] Abdul Majid, *Belajar dan Pembelajaran Pendidikan Agama Islam…*, p. 22

[4] Republik Indonesia, *Undang-Undang Sistem Pendidikan Nasional* (Yogyakarta: Pustaka Art, 2011), p. 8

[5] Republik Indonesia, *Undang-Undang Sistem Pendidikan Nasiona…*, p. 4

From the above statement, we can say that educators are not only teachers, but all peoples who usually have a special name for the field of expertise.

Education Islam is a conscious and planned effort in preparing learners to know, understand, appreciate, until have faith, cautious, and have a good moral in the implementing of Islam from main source of the Quran and Hadith, through guidance, teaching, training, and the use of experience. And then with respect other religions to reach the unity and integrity of the nation.[6]

Thus, Islamic education can be interpreted as an aware effort made by educators in preparing learners to understand, believe and practice of Islamic theory through learning activities and then try to achieve the goal.

Learning process must good communication between teachers and learners. Teacher is a person who has a duty as a facilitator for students to learn and develop the basic potential and ability through school educational institutions that's build by the government or the private community.[7] In simple terms, teacher is the one who gives knowledge to students. While teachers in view of the society is person who implementing education in the certain places, not only in formal education institution, but also in the mosque, *surau*, home and so on.[8]

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[6] Abdul Majid, *Belajar dan Pembelajaran Pendidikan Agama Islam…,* p. 11-12

[7] Suparlan, *Guru Sebagai Profesi* (Yogakarta: Hikayat Publishing, 2006), p. 10

[8] Syaiful Bahri Djamarah, *Guru Dan Anak Didik Dalam Interaksi Edukatif* , (Jakarta: PT Rineka Cipta, 2000), p. 31

Teacher is an important component in an educational institution, because of that they are required to have various competencies[9]. They have to responsible for all the attitudes, behaviors, and actions in order to foster the spirit and character of the students.[10] Personality is an element of familiarity relationship between teachers and students. Personality of teacher's will be reflected in attitudes and behavior in fostering and guiding the students. As said by Alexander Meikeljohn: "no one can be genuine teacher unless he is himself actively sharing in the human attempt to understand men and their word."[11]

The great of teacher is a person that have competent in the methodology of learning and science.[12] Education, training and development are the process doing by the teacher when implementing official duties. Those have purpose to improve the competence, skills, attitudes, understanding, and performance needed by teachers in the present and in the future.[13]

Duties and role of the teacher can be good, so we need skills/competences that must be owned by teachers. They will be able to create an effective learning environment, capable of managing the class and also understand problem of students in learning. So, there are no student who left or difficult in learning.

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[9] Nurfuadi, *Profesionalisme Guru*. p. 71
[10] Syaiful Bahri Djamarah, *Guru dan Anak Didik Dalam Interaksi Edukatif…,* p. 36
[11] Syaiful Bahri Djamarah, *Guru dan Pembelajaran Pendidikan Agama Islam …,* p. 41
[12] Sudarwan Danim, *Profesionalisasi Dan Etika Profesi Guru*, (Bandung: Alfabeta, 2010), p. 19
[13] Sudarwan Danim, *Profesionalisasi Dan Etika Profesi Guru …,* p. 21

Competency according to Usman is "a thing that describes the qualifications or ability of person, both qualitatively and quantitatively." This definition has meaning that the competency can be used in two contexts, namely: *first,* as an indicator of the ability that showed to action was observed. *Second,* as a concept that cover of cognitive aspect, affective and action, then stage of implementation in totality.[14]

Professional teacher must be owned some competencies. Nurfuadi said that based on Undang-Undang Sistem Pendidikan Nasional No. 20 of 2003, in article 10 described that teacher competence covers, (1) the pedagogic competence is the ability to manage the learning of students; (2) personal competence is the ability of a stable personality and noble, wise, and reseacheritative and become role models for the students; (3) social competence is the ability to communicate and interact effectively and efficiently with students, fellow teachers, parents or guardians of students, and (4) the ability to master professional competence is broad and deep learning acquired through professional education.[15]

The main competence that must be owned by teachers beside personal, social and professional is a pedagogic competence. Each student has the right to succeed and get knowledge. All purposes in learning can be achieved if teachers have all of competencies.

Why we must choose pedagogical competence to be first competence, because it is the main competence that owned for each teacher, as said by

[14] Suparlan, *Guru Sebagai Profesi ...*, p. 51-52
[15] Nurfuadi, *Profesionalisme Guru…*, p. 71-72.

Jejen Musfah that the main of task teachers are teach and educating the students in the classroom and outside the classroom. Teachers always meet with students that need of knowledge, creativity and main attitude to face in the next era.[16] Because the main task of the teachers is a teaching and educating the students, so they must owned that competence, and pedagogic self is the art, practice or profession on teaching.[17] So pedagogic is the ability of the teachers is profession and this case in teaching process. Where in the pedagogic competence is something that relation with the teaching and learning, as said by E. Mulyasa:

> "Pedagogic competence is the ability of a teacher in the management education of students which include: (a) understanding of knowledge/educational foundation (b) understanding of students (c) developing of curriculum/syllabus (d) design of learning (e) implementing the learning that's educates (f) using of learning technology (g) evaluating of learning outcomes (h) developing of learners to actualize various potentials that haven."[18]

Based on the above statement, pedagogic competence is the ability of teachers in managing learning and the ability of them to have knowledge about education and learning materials, understand and can control the behavior of their students, then developing talents of the students. In other, the knowledge and the development of curriculum, syllabus or lesson plan (RPP).

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[16] Jejen Musfah, *Peningkatan Kompetensi Guru Melalui Pelatihan dan Sumber Belajar Teori dan Praktik* (Jakarta: Kencana Prenada Media Group, 2011), p. 30

[17] Binti Maunah , *Ilmu pendidikan* (Yogyakarta : Teras, 2009), p.4

[18] E. Mulyasa, *Standar Kompetensi dan Sertifikasi Guru* (Bandung: PT. Remaja Rosdakarya, 2007), p. 75

One of the schools where teachers have pedagogic competence, it seen from characteristic, as said by E. Mulyasa and in this case is a teacher of Islamic education (PAI) in SMA Negeri 5 Purwokerto.

Opening process of learning PAI in SMA Negeri 5 Purwokerto by read the Divine Name (Asmaul Husna) and read Qur'an about 10 until 15 minutes in the each class. Teacher who has schedule will guide from speaker in the duty room, and for other teacher have to follow the briefing in the teacher rooms with principle. It's doing in everyday. If the teachers and students arrive in the school and more 06.45 a.m. they must turn off the motorcycle and going to parking place.

The researcher find something that interest. It is because get information from the lecturer IAIN Purwokerto, Mr. Rohmad. He said that had been research about evaluation of learning from some of SMA favorites in Purwokerto are SMA Negeri 1, 2, 3, 4, and 5, actually the most complete is SMA Negeri 5 Purwokerto. From that reason, the researcher interesting to research about pedagogic competence in SMA Negeri 5 Purwokerto, because the assessment is a form of learning evaluation, and evaluation included in the components of pedagogical competence.

Another interesting is about competence requirements for teachers who will teach in SMA Negeri 5 Purwokerto. As principal said that to be a teacher at SMA Negeri 5 Purwokerto are who have more expertise. For example Islamic education teachers in SMA Negeri 5 Purwokerto have four persons, one person is a Civil Servant (PNS), one person not civil servants and now

rarely to teach caused ill, and two other teachers has been pension. Because that reason, principal open for two graduates of PAI's became teacher there. Lot of PAI graduates who register in SMA Negeri 5 Purwokerto but only needed two people, and who have a particular expertise. Acting / has a good moral and hafidz is prioritized by principal. And the more interesting that they are received to be Islamic Education Teachers in SMA Negeri 5 Purwokerto are graduates of IAIN Purwokerto. It giving evidence that graduated from IAIN Purwokerto can compete with other higher institution.

So, all the teachers in SMA Negeri 5 Purwokerto are graduates from IAIN Purwokerto. Knowledge and the insight is no doubt, because they are graduates and studied in Islamic boarding school too. Their capabilities and skills also not leave than with other teachers. Quite a lot of appreciation achieved by students, such as the winner from the competition developed by Islamic organization the called Rohis like *tilawah, tartil, hadroh* and vocals Islam.

About learning process, teachers using other references to strengthening or helping unknown answer in the books, it usually using yellow book as a reference. In addition, teachers also use the media, strategies and methods as a tool to facilitate in delivering material and facilitate students to help understand the material, such as use of media torso when explanation the material of care corpse.

Seeing that the location of SMA Negeri 5 Purwokerto in the city. It was said very easy to get information and association and also not left from

globalization, teachers at SMA Negeri 5 Purwokerto required to have the good moral or in the curriculum 2013 called with characters education that become an example to their students and used for the development of attitudes in order to become a habituation for students.

Process of learning begins from the opening that is usually make focused concentration so that students can focus and be ready to start learning, continued by giving motivation accompanied by a discussion of things / up-date news then connected with the material to be studied. Methods of problem based learning for example, teachers can instill the values of cooperation, mutual assistance, harmony, and democracy can be applied in everyday of life, then, teacher can instill the values of caring and empathy for others, universe, fraternity, besides the doctrine of hard work to become *muzakki* then the creation of a just economy was studied in the material *fiqh* about *zakat.*

Evaluation is doing by assessment. Aspects assessed in PAI subjects are attitude, knowledge and skills. Attitude assessment through by observation, self-assessment, teacher's notes and journals. Cognitive aspect through by written tests, oral tests, observation to the discussion, question and answer and conversation, then the assignment. Assessment of skill aspect through by performance / practice, projects, and portfolios.

Results of assessment final semester / filling of rapor in SMA Negeri 5 purwokerto using e-rapor, where all of teachers must be able to operate it. Teachers at SMA Negeri 5 Purwokerto guided by experts associated with IT before fill e-rapor.

Based on these problems, the researcher interested to research with the title "Pedagogic Competence of Islamic Education Teachers in SMA Negeri 5 Purwokerto, Banyumas District".

B. Operational Definition

To provide a clear of definition contained in this thesis, the researcher describe some of the terms in mean and to avoid misunderstanding on the title above.

1. In the Undang-Undang Sistem Pendidikan Nasional which describes pedagogic competence as referred to in paragraph (4) competence is the ability to manage learning of learners that includes an understanding of the learners, the design and implementation of learning, evaluation of learning outcomes, and the development of learners to actualize various potentials.[19]

2. Pedagogical competence according E. Mulyasa that the ability of a teacher in the management of education of students which include: understanding knowledge and foundation of educational, an understanding of learners, the development of the curriculum / syllabus, designing learning, learning were educate and dialogue, the use of learning technologies, the evaluation of the results of study abroad, the development of learners to actualize various potentials.[20]

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[19] Republik Indonesia, *Undang-Undang Sistem Pendidikan Nasional…*, p. 139
[20] E. Mulyasa, *Standar Kompetensi dan Sertifikasi Guru* (Bandung: PT. Rosdakarya, 2007), p. 75.

In this thesis the mean competence of pedagogic is the ability of a teacher to manage learning in which includes understanding the insight/educational foundation, the understanding of student, developing a curriculum or syllabus, making learning design, doing the learning educate and dialogic, utilizing learning technology, to evaluate learning outcomes and develop learners to actualize various potentials, in particular on the subjects of Islamic Education, and espicially in SMA Negeri 5 Purwokerto, that school have three teacher of Islamic Education are Mrs. Mu'miati, Mr. Ali Maksum, and Mr. Budiyono.

C. Problem Statement

Based on the background of the above problems, the reseacher interesting to focus on the problems with the formulation of the problem "How is Pedagogic Competence of Islamic Education Teachers in SMA Negeri 5 Purwokerto, Banyumas District ?"

D. Objective and Significance of the Research

1. Objective of the Research

    This research has an aim to describe and analyze the pedagogic competence of teachers in the learning of Islamic Education in SMA Negeri 5 Purwokerto District.

2. Significances of the Research

    a. Theoritically, to enrich the information and knowledge, espicially about pedagogic competence.

    b. Practically, there are:

        1. For the teacher, providing insights to improve in order to get better at doing the learning.

        2. For the researcher, the results of this research can enrich the knowledge and as a contribution to the *hasanah* science in the IAIN Purwokerto knowledge in the field of education.

        3. For further research, this study can be used as a reference in the literature review.

        4. For society, to give support either material or non-material to the school so that better than more.

E. Literature Review

In this research, there are several previous studies that almost same and can can be able to help the researcher as an additional reference in the arrangement of the study.

Research by Wiwit Aji Subekti in 2015. The results showed special pedagogic competence of teachers in kindergarten A Al-Irsyad Al-Islamiyyah Purwokerto has been good so doing learning activities can be carried out effectively.

The same research by Wiwit Aji Subekti with researcher research was equally discusses pedagogic competence. The difference is in the thesis Wiwit Aji Subekti more emphasis on improving the pedagogic competence while the reseacher was on how the pedagogic competence of Islamic Education Teachers.[21]

Then, research about pedagogic competence has also made by Saiful Umarudin. The results showed pedagogic competence of teachers PAI manage learning in SD N Mungkid II Magelang carried out by analyzing the characteristics of the student's ability.

Same research by Saiful Umarudin with research researcher is equally examined the pedagogic competence of teachers PAI. The difference is the research conducted by Saiful Umarudin more look at the characteristics of students and more emphasis on active learning in students, while research by the reseacher is more to the teacher.[22]

The next research that done by Neni Irnawati. The results showed the teacher has met pedagogic competence enough good in learning. Similiar research by Neni Irnawati by research with the reseacher did was same researching pedagogic competence of teachers. Differences thesis Neni Irnawati to research with the reseacher is the research object Neni Irnawati are

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[21] Wiwit Aji subekti, Peningkatan Kompetensi pedagogic Guru di TK Al-Irsyad Al-Islamiyyah Purwokerto. Undergraduate Thesis, IAIN Purwokerto, 2015.

[22] Saiful Umarudin, *Kompetensi Pedagogik Guru Mata Pelajaran Pendidikan Agama Islam dalam Pembelajaran Aktif di kelas IV Sekolah Dasar Negeri Mungkid II Magelang.* Undergratuade Thesis, UIN Yogyakarta 2012.

all subject teachers in Elementary School, did not like that reseacher done that is specific only teachers PAI.[23]

F. Structer of the Study

To make easy the understanding of this research, so when arrange the results of this thesis the researcher use a systematic discussion, it's divided into three parts, namely the beginning part, contents part and the final part. The beginning part consists of Title Page, Statement of Originality Page, Endorsement Page, Official Memorandum of Supervisor Page, Motto, Dedication, Abstract, Acknowledgement, Table of Contents, Tables of List, Table of Appendix.

The second part is the part of the contents; in this part will divide into several chapters, the first chapter contain of introduction. In chapter I will explain the Background of the Problem, Operational Definitions, Problems Statements, Objectives and Significance of the Research, Literature Review, and Structure of the Study.

Next is Chapter II, which will explain sub chapter for the first about Islamic Education, and consist of Definition of Islamic Education (PAI), Function of PAI, Objective of PAI, Curriculum of PAI and Scope of PAI. The second explain sub chapter about Teachers consist about Definition of Teacher, Term of Teachers, Functions of Teachers, Task of Teacher, and the Role of the Teacher. Then the third explain about Pedagogic Competence of

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[23] Neni Irnawati, *Kompetensi Pedagogik Guru di MI Muhammadiyah Beji Kedung Banteng Kabupaten Banyumas*, Undergratuade Thesis, IAIN Purwokerto, 2016.

Teachers and consist of the definition of Pedagogic Competence and Component of Pedagogic Competence. Writing then process with Chapter III discusses The Research Method.

After making descriptive effort in Chapter III, the study continued with chapter IV which is about data display in the general description of Pedagogic Competence of Islamic Education teacher and Discussion of results, which include: discussion of the results of research and also the analysis of the research data that researcher get on field. Furthermore, the writing will end with Chapter V contains of Conclusions, Suggestions and Closing Remarks. In the last section in this paper will contain of Bibliography, Appendix, and Curriculum Vitae of Researcher.
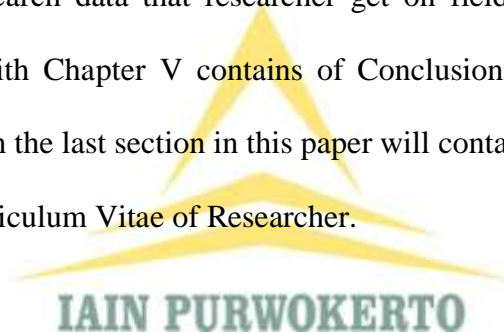
CHAPTER V

CLOSING

A. **Conclusion**

Based on the results of research in SMA Negeri 5 Purwokerto Banyumas District on Nophember 3, 2015 s / d January 9, 2017 about pedagogical competence of Islamic education teachers in SMA Negeri 5 Purwokerto Banyumas District, the researcher saw that Islamic Education teachers in SMA Negeri 5 Purwokerto have pedagogic competence. It can be seen from the way teachers in the learning process. PAI teachers in the learning process have eight components are:

1. Understanding of knowledge/educational foundation, that Islamic education teachers in SMA Negeri 5 Purwokerto implementing the learning by using the principles of learning.

2. Understanding of the student, that teachers Islamic education in SMA Negeri 5 Purwokerto seen from several aspects, such as: physic, creativity and skill then intelligence of students

3. Developing of the curriculum that Islamic education teacher in SMA Negeri 5 Purwokerto have done by focusing on the characteristics of the students, attention to the ability of students whether cognitive, affective, and phsychomotor, then for the learning use a scientific approach.

4. Designing of learning that Islamic education teachers in SMA Negeri 5 Purwokerto before learning, they have determined learning activity, which

involves with first activities, namely the implementation of the *Duha* prayer and *tadarus* Quran, continued by apperception and giving motivation, and then the core activities include observe, ask, explore, associate and communicate. And for the final activity is a closing, don't forget make reflection.

5. Implementing learning that educates, that Islamic education teachers in SMA Negeri 5 Purwokerto make students as subjects. Teachers give freedom to the students to express their opinions. Besides that, the teacher giving an example and requires student to pray *duha* and *duhur* so that become a habit.

6. Using of learning technologies that Islamic education teachers in SMA Negeri 5 Purwokerto integrate various media so that students get the answer, not must from books, but also take advantage of HP / i-pad, laptop/computer. In other, use the technology will also help in working class administration, such as e-rapor. Now it is start to be applied in SMA Negeri 5 Purwokerto in assessment.

7. Evaluating the learning doing by Islamic education teacher in SMA Negeri 5 Purwokerto one of way by the assessment of learning and there are some aspects that assessed, are attitude (affective), knowledge (cognitive), and skills (psychomotor).

8. Developing of students to actualize various potentials that Islamic education teachers in SMA Negeri 5 Purwokerto select the students to follow a contest related to PAI and to train and increase the potential and

talent they ability, they are trained in the organization Rohis which there

tilawah, tartil and *hadroh.*

B. **Suggestions**

During the process of research on the pedagogical competence of Islamic education teachers in SMA Negeri 5 Purwokerto, Banyumas district, researcher giving suggestions as follows:

1. For Principal always motivate teachers PAI in SMA Negeri 5 Purwokerto to improve teachers' pedagogical competence to be better.

2. For teacher, to keep the pedagogical competence of teachers that have been implemented in order to the quality of learning is better and a more creative use of media and teaching methods.

3. For student, to keep the spirit in the learning and worship harder and have *akhlaqul karimah*, so that later become useful person for religion and nation.

4. For reader and researcher hope to be useful and add to their knowledge.
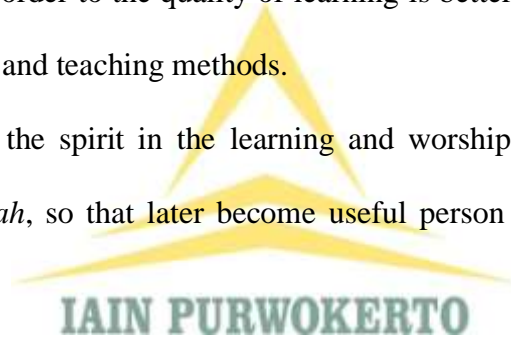
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