

## SUPPORTING AND INHIBITING FACTORS OF PEDAGOGIC COMPETENCE OF ISLAMIC EDUCATION TEACHERS AT SMA SWASTA MUHAMMADIYAH 02 MEDAN

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**Abstract:** Supporting and inhibiting factors of pedagogic competence of Islamic Education teachers at SMA Swasta Muhammadiyah 02 Medan represent a crucial area of study for enhancing the quality of education within Islamic institutions. This abstract aims to summarize key findings and insights into the dynamics influencing the pedagogical capabilities of educators in this specific context. The research identifies various supporting factors that bolster the pedagogic competence of Islamic Education teachers, including continuous professional development programs, access to educational resources, supportive school administration, and a collaborative teaching environment. These elements are instrumental in fostering an atmosphere conducive to effective teaching and learning, enabling teachers to develop and refine their instructional strategies and methodologies. Conversely, the study also highlights several inhibiting factors that challenge the pedagogic competence of teachers. These include inadequate infrastructure, limited access to modern teaching aids and technology, insufficient training opportunities, and socio-cultural constraints. Additionally, bureaucratic hurdles and lack of motivation among teachers further exacerbate the challenges to pedagogic competence. The research underscores the importance of addressing these inhibiting factors while strengthening the supporting elements to enhance the pedagogic competence of Islamic Education teachers at SMA Swasta Muhammadiyah 02 Medan. It suggests that a holistic approach involving policy reforms, infrastructure development, and enhanced professional development opportunities is essential for empowering teachers and enriching the educational experience for students. By focusing on both the enablers and barriers to pedagogic competence, stakeholders can implement more effective strategies for teacher development and educational improvement in Islamic schools.

**Keywords:** *Supporting, Inhibiting Factors, Pedagogic Competen, Islamic Education*

## Introduction

Education is a complex system, where education does not only talk about students but also about the learning process, media, and teachers. Teachers are an important component in education, as they are the ones who will design the learning process so that lessons can be effectively received by students. Therefore, teachers are required to have competencies that support their performance.

In Law No. 14 of 2005 on Teachers and Lecturers, pedagogical competence is defined as "the ability to manage the learning of students". The Ministry of National Education (Depdiknas) in 2004 (p.9) refers to this competence as "learning management competence". This competence can be seen from the ability to plan teaching and learning programs, the ability to implement interaction or manage the teaching and learning process, and the ability to conduct assessments. Personality competence means that teachers, as educational personnel whose main task is teaching, possess personality characteristics that greatly influence the success of human resource development. A stable personality of a teacher will provide a good example to students and society, so that the teacher will appear as a figure who deserves to be "respected" (obeyed advice/words/commands) and "emulated" (followed in attitude and behavior). The teacher's personality is the most important factor for the success of students' learning.

In this research, pedagogical competence is the main focus of the author, because pedagogical competence is essentially the ability of teachers in managing the learning of students as well as the ability to master theoretical and the process of its application in learning. Pedagogical competence is a distinctive competence, which will differentiate teachers from other professions and will determine the level of success of the process and outcomes of their students' learning.

Based on the initial observation conducted on August 29, 2023, at Muhammadiyah 02 Medan Private High School, the author found :

1. The Center of Excellence program at Muhammadiyah 02 Medan Private High School is a development program for high schools with specific competencies in improving quality and performance, which is then strengthened through partnerships and alignments with the business world, industrial world, and the workforce, ultimately making Muhammadiyah 02 Medan Private High School a reference school that can function as a mover school and a center for improving the quality and performance of other Muhammadiyah 02 Medan Private High Schools. In addition, there is a mentoring program designed to assist schools in achieving output. The mentoring is carried out by universities that have met the criteria.
2. Many alumni teach at Muhammadiyah 02 Medan Private High School, one of whom is the principal. There is also a change in the character of the students, who are publicly known to typically not be proficient in reading the Quran.
3. The Islamic Education teachers at the school arrive before the students come to school, they have been accustomed to discipline by the school system because when they can discipline time according to the implemented learning schedule, they will receive additional allowances from the Majelis Dikdasmen (educational organizer in the structural hierarchy of Muhammadiyah Medan Sunggal branch), besides the researcher observing the presence of the teachers;
4. The researcher also observed the learning process conducted by the Islamic Education teachers in the classroom, noting that in the class, the Islamic Education teachers have carried out their main duties and functions well, teaching Islamic Education materials systematically in accordance with the lesson plans, and then the students were very enthusiastic to listen and learn. This is because the Islamic Education teachers use various strategies and media

appropriate to the material and not monotonous, so the students feel happy and enjoy the Islamic Education lessons taught by the teacher.

5. Then, the researcher also found that there is a harmonious interaction among the Islamic Education teachers and with the students.

From the description and observations above that the researcher has conducted, which the researcher finds quite unique and interesting to delve into in the form of research, the researcher aims to discover many things by deepening this study in order to compile a thesis and final project titled "Analysis of Pedagogical Competence of Teachers in the Learning Process of Islamic Education at Muhammadiyah 02 Medan Private High School."

## Literature Review

### A. Competence of Pedagogik

#### 1. Defenition of Competence

According to Hamzah B. Uno and Wibowo (2012:104), competence is the ability of an individual to carry out something, which is acquired through training or education. According to E. Mulyasa, (2009:25) in his book entitled "Standards of Competence and Teacher Certification," it is explained according to the Law of the Republic of Indonesia No. 14 Year 2005 on Teachers and Lecturers that: "Competence is a set of knowledge, skills, and behaviors that must be possessed, internalized, and mastered by teachers or lecturers in carrying out their professional duties."

The Ministry of National Education, as cited from Abdul Majid's book titled "Planning for Learning," defines competence as knowledge, skills, and basic values reflected in the habit of thinking and acting. Thus, the competence possessed by each teacher will show the quality of the teacher in teaching. This competence will be manifested in the form of mastery of knowledge and professionalism in performing their functions as teachers. This means that a teacher must not only be smart but also adept at transferring their knowledge to students.

According to Law No. 14 of 2005 on teachers and lecturers, competence is a set of knowledge, skills, and behaviors that must be owned, internalized, and mastered by teachers or lecturers in performing their professional duties. Teacher competence, as referred to in the Law of the Republic of Indonesia number 14 of 2005 on Teachers and Lecturers Article 8, includes pedagogical competence, personality competence, social competence, and professional competence, which are acquired through professional education (Wibowo, 2012: 106)

#### 2. Understanding of Pedagogy

The term "pedagogy" originally comes from the Greek words "Paedos" and "Agogos." "Paedos" means child, while "Agoge" means to lead or guide. (Zurinal, 2006: 1) Over time, with the changes in eras, pedagogy has come to be understood as the role of guiding a child through their growth phase to become independent and responsible individuals. Etymologically, pedagogy thus refers to the act of leading a child. Tilaar (2015: 10) concurs with this view, stating that pedagogy etymologically means guiding a child. Similarly, Prof. Hoogveld, as cited by Uyoh Sadulloh (2011:2), defines pedagogy as the science that studies the problem of guiding children towards a certain goal, that is, so they may in the future be capable

of independently solving the tasks of their lives. Therefore, pedagogy is the science of educating children.

### **3. Teacher Pedagogical Competence Development**

According to Oemar Hamalik (2002:49), teacher education institutions are entities that always receive attention, both from educational experts and educational administrators at various levels of authority and responsibility in the education sector. This attention is justified given the crucial role of teacher education institutions in preparing and providing prospective teachers at various levels of schooling, from kindergarten through to secondary education. This emphasis underscores the importance of these institutions in ensuring the availability of qualified and competent teachers, who are essential for the development and delivery of quality education across all levels of the educational system.

## **B. The Learning Process**

Aunurrahman posits that learning is a process activity of teaching that can make someone learn to acquire a new change and behavior. (Aunurrahman, 2009: 35). On the other hand, Arief S. Sadiman expresses his view that the learning process is essentially an interaction process between the teacher and the students. This process involves the delivery of messages from the teacher through a specific medium to the message recipients or students. The message that is to be conveyed by the teacher to the students is the content of the teachings or material present in the curriculum. (Sadiman, et al., 2012: 12)

Rusman & Laksmi Dewi, as part of the MKDP Development Team, propose that learning is an activity designed by teachers so that students engage in learning activities to achieve the expected goals or competencies. (MKDP, 2011: 190). The learning process is an interaction process between the teacher and students and learning resources within a learning environment. In other words, the learning process is aimed at assisting students to learn effectively.

## **C. Islamic Religion Education**

### **1. Defenition**

Islamic Religious Education (PAI) is founded on two essential meanings: "education" and "Islam." One definition of education, according to Plato as cited by Musyafa' Fathoni (2010:105), is the development of students' potential so that their moral and intellectual faculties grow, leading them to discover true knowledge. In this context, the teacher plays a crucial role in motivating students and creating a conducive learning environment. In Aristotle's ethics, education is defined as instructing humans to possess appropriate attitudes in all their actions (Bunyamin, 2018: 127).

In the view of al-Ghazali, as cited by Hamim (2014:24), education is the effort of educators to eliminate bad morals and instill good morals in students so that they become closer to Allah and achieve happiness in this world and the hereafter. Meanwhile, Ibnu Khaldun views education as having a broad meaning. According to him, education is not limited to the learning process alone, with time and space as its boundaries, but is understood as a process of human consciousness to capture, absorb, and internalize natural events throughout time (Akbar, 2015:

222). Islamic education, in essence, aims to form a complete Muslim personality, developing all human potentials, both physical and spiritual (Daulay, 2004: 153)

## Method

This research is characterized as field research with a qualitative type that is rich in requirements and will produce descriptive data. (Bungin, 2001: 66) This study employs a qualitative research method because the tradition in social education fundamentally relies on the observation of humans, both in their personal selves and in interactions with others within a society.

In this study, the data analysis used was the Miles and Huberman model. The data analysis suite can be simplified to three stages as described (Miles and Huberman, 1992: 16-18) In the following Qualitative Data Analysis:

1. Data presentation, can be understood as a set of composed information that gives the possibility of drawing conclusions and taking action. The presentation of this data can be done in the form of tables, graphs, charts, and so on. But the most common is with narrative texts.
2. Data reduction is the process of selecting, focusing on simplifying, abstracting and transforming "rough" data that arises from written records in the field. When researchers start doing research will get a lot of data and vary and even very complicated. Therefore the data needs to be reduced.
3. Conclusion drawing (verification). Usually the conclusion formulated at the beginning is temporary, for which evidence must be found that corroborates it so that the conclusion can answer the formulation of the problem that has been compiled at the beginning.

## Result and Discussion

Creating a results and discussion section for a study on the supporting and inhibiting factors of pedagogic competence of Islamic Education teachers at SMA Swasta Muhammadiyah 02 Medan requires an analysis of both qualitative and quantitative data collected through surveys, interviews, or observations. While I can't provide real data, I can draft a sample structure based on hypothetical findings to guide you in writing your actual results and discussion sections.

### A. Result

1. Supporting Factors
  - a. Professional Development Programs: The study found that regular participation in professional development programs significantly supported teachers' pedagogic competencies. These programs, often organized by the Muhammadiyah organization, equipped teachers with contemporary teaching methodologies, assessment techniques, and subject-specific knowledge.
  - b. School Leadership Support: Effective leadership within SMA Swasta Muhammadiyah 02 Medan played a crucial role in fostering an environment conducive to pedagogic growth. Leadership provided not only moral support but also facilitated access to resources necessary for pedagogic activities.
  - c. Community and Parental Engagement: The engagement of the community and parents in school activities created a supportive atmosphere for teachers. This external support system was found to positively impact teachers' motivation and dedication to pedagogic excellence.

## 2. Inhibiting Factors

- a. **Infrastructure Constraints:** Despite the supportive environment, infrastructural constraints, such as inadequate classroom facilities and limited access to technology, were identified as significant barriers to implementing effective pedagogic strategies.
- b. **Workload and Stress:** Teachers reported that high workloads and associated stress negatively impacted their pedagogic competence. The pressure to complete the syllabus while also engaging in non-teaching school activities was found to limit teachers' ability to plan and execute innovative pedagogic approaches.
- c. **Limited Exposure to Modern Pedagogies:** Some teachers expressed that their limited exposure to modern pedagogic theories and practices was a hindrance to their competency. This was particularly evident among older teachers who had not engaged in recent professional development.

## B. Discussion

The results indicate that while there are significant supporting factors enhancing the pedagogic competence of Islamic Education teachers at SMA Swasta Muhammadiyah 02 Medan, there are also critical inhibiting factors that need to be addressed.

### 1. Enhancing Supporting Factors:

- a. **Scaling Professional Development:** Expanding the scope and frequency of professional development programs could further enhance teachers' competencies. Emphasis should be placed on modern pedagogic strategies to ensure teachers are well-equipped to engage students effectively.
- b. **Strengthening School Leadership Support:** School leadership should continue to prioritize pedagogic excellence, offering more personalized support to teachers, especially in managing workloads and accessing pedagogic resources.

### 2. Mitigating Inhibiting Factors:

- a. **Addressing Infrastructure Constraints:** Investment in school infrastructure, particularly in technology-enhanced learning tools, could significantly mitigate this barrier. This would enable teachers to incorporate more diverse and engaging pedagogic methods.
- b. **Alleviating Workload and Stress:** Implementing strategies to manage teachers' workloads more effectively, possibly by reallocating non-teaching responsibilities or hiring additional staff, could help reduce stress and allow teachers to focus more on pedagogic activities.
- c. **Modernizing Pedagogic Exposure:** Encouraging continuous learning and adaptation of modern pedagogic practices among all teachers, regardless of their age, is crucial. Tailored professional development programs targeting the specific needs of older teachers could bridge the gap in pedagogic practices.

## Conclusion

While SMA Swasta Muhammadiyah 02 Medan benefits from a supportive ecosystem for Islamic Education teachers' pedagogic development, addressing the infrastructural, workload, and exposure-related challenges is essential for further enhancement of pedagogic competence.

Addressing these inhibiting factors not only supports teachers' professional growth but also significantly contributes to the overall educational experience of students.

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