

Strategy for Developing Pedagogical Competence of Islamic Education Teachers at SMA Darul Hikmah Pagutan Mataram

Zidan Fitrayadi Rahman^{1*}, Fathurrahman Muhtar³,

Fathul Maujud², Muhamad Dimyati⁴

^{1,2,3}Universitas Islam Negeri (UIN) Mataram, ⁴STIKES Yarsi Mataram

email: ¹230401023.mhs@uinmataram.ac.id, ²Fathurrahmanmuhtar@uinmataram.ac.id,
³fathulmaujud@uinmataram.ac.id, ⁴adimkdi123@gmail.com

*Corresponding Author

Abstrak: Penelitian ini menganalisis strategi yang digunakan oleh kepala sekolah untuk meningkatkan kompetensi pedagogik guru Pendidikan Agama Islam dan Budi Pekerti (PAI) di SMA Darul Hikmah Pagutan Mataram, khususnya dalam hal kemampuan mengajar dan pengembangan kurikulum. Dengan menggunakan pendekatan deskriptif kualitatif, penelitian ini mengumpulkan data melalui observasi, wawancara, dan dokumentasi. Temuan penelitian menunjukkan bahwa kepala sekolah telah menerapkan berbagai strategi pembinaan, baik secara individu maupun kelompok, seperti kunjungan kelas, pendampingan, dan forum Musyawarah Guru Mata Pelajaran (MGMP). Namun, keterbatasan waktu dan sumber daya yang terbatas menjadi tantangan yang cukup besar dalam pelaksanaan pembinaan yang optimal. Penelitian ini menyimpulkan bahwa peran kepala sekolah sebagai supervisor sangat penting dalam meningkatkan kualitas pembelajaran PAI.

Kata kunci: Supervisor, kompetensi pedagogik, guru Pendidikan Agama Islam, Strategi kepala sekolah, pengembangan guru

Abstract: This study analyses the strategies employed by the principal to enhance the pedagogical competence of Islamic Education and Character Education (PAI) teachers at SMA Darul Hikmah Pagutan Mataram, particularly regarding teaching abilities and curriculum development. This research employs a qualitative descriptive approach, gathering data through observations, interviews, and documentation. The findings reveal that the principal has implemented various strategies for development, both individually and in groups, including classroom visits, mentoring, and subject-teacher forums (MGMP). However, time constraints and limited resources present significant challenges to optimal implementation of teacher



development. The study concludes that the role of the principal as a supervisor is crucial in improving the quality of PAI instruction.

Keywords: Supervisor, pedagogical competence, Islamic Education teachers, school principal strategy, teacher development

How to Cite: Rahman, Z.F., Muhtar, F., Maujud, F., Dimyati, M. (2024). Strategy for Developing Pedagogical Competence of Islamic Education Teachers at SMA Darul Hikmah Pagutan Mataram. *EL-HIKMAH: Jurnal Kajian dan Penelitian Pendidikan Islam*, vol.18 (1), p.17-30. <https://doi.org/10.20414/elhikmah.v18i1.10209>.

Introduction

One of the key educational issues currently receiving attention from the government is the enhancement of educational quality. This can be achieved if the teaching and learning process is effective, efficient, and produces meaningful outcomes. In addressing the issue of educational quality, it is essential to consider the management of the education system. According to Mantja, factors contributing to the low quality of education can be grouped into three main categories: (1) the instrumental factors of the education system, (2) the management system of education, including the professional development system for teachers, and (3) the substantive factors of education management (Karyono, 2007).

Of these three factors, the Indonesian education system faces four major and complex challenges, as identified by Idrus (2009): (1) The challenge of increasing added value, focusing on improving productivity, economic growth, and equity to sustain development. (2) The challenge of conducting comprehensive studies on the transformation of society from an agrarian society to an industrial one that controls technology and information, with implications for human resource development. (3) The challenge of global competition, aiming to produce high-quality work that can compete through mastery of science, technology, and the arts (IPTEKS). (4) The emergence of new forms of colonialism in science, technology, and economics, where information now plays a dominant role. The advancement of information

technology, especially computers and the internet, has led to Indonesia's dependency on nations that have long mastered these technologies.

Educational personnel play a strategic role in shaping students' knowledge, skills, and character. Therefore, professional educators must perform their tasks competently to produce high-quality graduates. Achieving professionalism requires continuous effort, one of which is the development of professional skills supported by key stakeholders such as the school principal, who serves as a supervisor. The principal is essential in leading the educational programs at the school.

In conducting supervision, an Islamic Education supervisor should carefully consider the objectives of academic supervision. These objectives can be divided into intermediate and final goals. The intermediate goal relates to understanding the situation and condition of academic activities, including classroom conditions, quality of teaching and learning processes, identification of successes and failures, factors supporting or hindering the teaching process, and potential barriers to improvement.

SMA Darul Hikmah Pagutan Mataram, as one of the private schools trusted by the community, plays a strategic role in preparing high-quality human resources in the city of Mataram. This school focuses on mastering knowledge in science and technology, as well as skills beneficial to society and Islamic religious knowledge, as it is under the management of the Darul Hikmah Pagutan Mataram Islamic Boarding School Foundation. Therefore, it is essential to have an educational leader capable of managing the school's potential to support achieving its objectives. This study was conducted using a qualitative research method with a descriptive approach to gain a clear understanding of these efforts.

Data were collected through observation, interviews, and documentation at SMA Darul Hikmah Pagutan Mataram. The data analysis employed the framework of Miles and Huberman (2014), which involves three main steps: (1) Data condensation, which involves sharpening, sorting, focusing,

discarding, and organising the data so that conclusions can be drawn and verified; (2) Data presentation, which is a collection of organised and compressed information that facilitates concluding and taking action; (3) Verification, or drawing conclusions from the field data that have been recorded and analysed.

The Strategy of the School Principal as a Supervisor

Supervision fundamentally encompasses several key activities, such as continuous guidance, professional skill development, and improving the teaching and learning conditions. The ultimate goal of supervision is to achieve educational objectives and promote students' personal growth. As a supervisor, the strategy of the Principal of SMA Darul Hikmah Pagutan Mataram in fostering the pedagogical competence of Islamic Religious Education (PAI) teachers includes the following seven pedagogical aspects:

Guiding Teachers to Understand Students' Characteristics

According to Meriyati (2015), the role of the teacher is crucial in the educational process. Enhancing educators' pedagogical competencies is essential, and teachers must receive continuous, systematic training to remain competent and innovative. Additionally, teachers should receive appropriate recognition and welfare for their dedication.

Many issues with students remain unresolved because teachers' approaches are inadequate. Teachers must embody the "Tut Wuri Handayani philosophy," guiding and encouraging students. They should also act as psychologists, offering motivation, advice, and solutions based on students' characteristics and psychological conditions. Furthermore, teachers must assume the roles of doctors—diagnosing issues accurately to ensure appropriate treatment—and religious scholars, guiding students spiritually and offering enlightenment based on religious principles.

Some of the characteristics of students that teachers need to understand

include:

- **Students as Subjects:** Students are individuals with self-concept and autonomy in their development. Therefore, they should not be viewed as mere objects to be manipulated by teachers.
- **Students as Developing Beings:** Every student is in a different stage of development, requiring adult guidance appropriate to their developmental phase.
- **Students Living in Their World:** Students live according to their developmental stage, gender, and other factors. Teachers must treat students by their stage of life.
- **Students Living in a Specific Environment:** Students come from diverse social and cultural backgrounds, which shape their characteristics. Teachers must consider the social and cultural contexts when working with students.
- **Students' Dependence on Adults:** Students have strengths and weaknesses and require adult protection and guidance.
- **Students' Potential and Dynamism:** Students have the potential to grow into mature individuals, and teachers must support their active self-development and interactions with their environment.

Similarly, teachers must be capable of addressing students' problems by identifying the root causes, thereby determining the appropriate therapy and solutions to resolve these issues. In addition, teachers can also play the role of scholars who guide and nurture the students' inner well-being, offering enlightening insights and resolving their problems through an approach rooted in religion, which is likely to yield better results.

Understanding and recognising the characteristics of students can be achieved by paying attention to and analysing their speech, attitudes, and behaviours. This is because each student demonstrates their unique character or soul. For this reason, in every educational activity, a teacher must actively communicate and interact with their students (Meriyati, 2015).

In comprehending the characteristics of students, a teacher should first have an understanding of themselves (Self-understanding), as well as an

understanding of others (Understanding the other). Without a broad and deep understanding of oneself and others, a teacher will not be able to fully grasp the characteristics of the students. Therefore, a thorough mastery of these aspects is essential.

Based on these student characteristics, the educator's task is to provide various positive assistance to help students become mature (Meriyati, 2015).

Therefore, teachers at SMA Darul Hikmah Pagutan Mataram understand their students' characteristics by observing the indicators outlined in the RPP KI 1 and KI 2. By using this approach, teachers can assess the students' characteristics. Teachers also conduct evaluations during the learning process, both spiritual and affective assessments, which assist in understanding the students' characteristics in line with the guidance and development provided by the school head through the Teachers' Subject Forum (MGMP).

Syaiful Sagala (2010) states that developing group relationships among teachers into study groups within the education system creates a democratic and socially just learning community. *Teacher study groups* are activities conducted by teachers with expertise in specific subjects, such as mathematics, natural sciences, Indonesian, English, etc. Teacher study groups, particularly those within the Musyawarah Guru Mata Pelajaran (MGMP) organisation, already exist in schools and regions. These teachers meet regularly or occasionally to study or examine various issues related to the presentation and development of subject matter within their respective disciplines.

Asmani (2012) asserts that the Musyawarah Guru Mata Pelajaran (MGMP) forum is highly effective in fostering the dynamic exchange of knowledge among teachers, serving as a platform for sharing and advocacy on governmental policies that may not support the relevant subjects. This forum must be sustained to enhance teachers' knowledge and avoid stagnation, which could endanger the future.

Learning Theories and Principles

Learning theories are prescriptive, while learning principles are descriptive. The main goal of learning theory is to prescribe optimal teaching methods, while learning principles aim to explain the learning process. Four key learning theories are commonly used: (a) behaviorism, (b) cognitivism, (c) humanism, and (d) constructivism (Yuberti, 2014). Akhiruddin (2019) states that learning principles are the foundation for achieving dynamic and targeted learning processes. Some general principles include attention and motivation, active involvement, direct experience, repetition, feedback, reinforcement, and individual differences.

According to the author's findings at SMA Darul Hikmah Pagutan Mataram, behaviorist learning theory is applied, emphasizing changes in students' behavior. This approach aligns with the principles expected by the school principal when providing guidance and coaching to PAI teachers.

Curriculum Development Guidance

Curriculum refers to a set of plans, regulations, content, teaching materials, and methods used as a guideline for organising the teaching and learning activities in schools (Baharun, 2017).

According to Zakiah Daradjat in Baharun (2017), the objectives contained in a school curriculum include:

- **Institutional Goals:** The overall goals that a school aims to achieve, aligned with the educational philosophy and values the nation uphold.
- **Subject-Specific Goals:** Curriculum goals for each subject area, divided into curriculum goals and instructional goals, with instructional goals being a more detailed breakdown of curriculum goals.

Before developing the curriculum, PAI teachers must understand the principles of curriculum development, define learning objectives, organise materials according to the chosen approach, and develop indicators and assessment tools. To facilitate this, the principal of SMA Darul Hikmah Pagutan Mataram provides guidance by involving PAI teachers in meetings and allocating time for consultation on curriculum development.

Guidance in Lesson Plan Development

Regarding lesson plan development, the principal regularly involves PAI teachers to design lessons with various themes in a single lesson plan (RPP). This approach helps teachers develop strategies to motivate students and create interactive learning experiences.

Afandi (2011) explains that lesson planning involves creating communication technology and content to facilitate effective knowledge transfer between teachers and students. This process includes determining students' initial understanding, setting learning goals, and designing media-based "treatments" to help transition students' learning. Effective lesson planning requires a blend of learning theories to meet educational goals. As such, lesson planning is essential to improving the teaching process.

Analyzing the Potential of Islamic Religious Education (PAI) Teachers in Teaching

The headmaster analyses the potential of PAI teachers in their teaching by conducting classroom visits. As explained by Syaiful Sagala (2010), classroom visits are made by a supervisor (the headmaster) to observe the teacher during their lesson to assist them in overcoming problems or difficulties that arise during the learning process. The goal of these visits is to gather information on the teacher's actual abilities and teaching skills.

With the data and information collected, a discussion occurs between the teacher and the supervisor (headmaster) regarding the challenges faced by the teacher, and alternative solutions are sought to address these issues effectively. This technique aims to support less experienced teachers in overcoming teaching difficulties. Additionally, classroom visits can help more experienced teachers identify mistakes they may be making in their teaching practice.

Classroom visits can be conducted in four ways: (1) unannounced visits, (2) visits with prior notification, (3) visits by invitation of the teacher, and (4) mutual classroom visits. Each method has its advantages and disadvantages.

On the positive side, the supervisor or headmaster gains first-hand insight into the teaching and learning process, while the teacher gains additional professional experience. This interaction can foster a harmonious relationship between the supervisor and the teacher.

Jamal Ma'mur Asmani (2012) categorises classroom visit techniques into direct and indirect visits. Direct visits occur when the supervisor arrives without prior notice, leading to more objective data, although teachers may not be fully prepared. In contrast, indirect visits involve informing the teacher in advance, allowing them to prepare thoroughly, though some teachers may alter their performance, and others may be visited upon invitation. The third approach is generally more effective, as the teacher is well-prepared and the supervisor can evaluate the results more thoroughly.

In addition to classroom visits, the headmaster also conducts interviews with each PAI teacher about their progress and the teaching techniques they are using, as described by Suharsimi Arikunto (2004), who states that individual interviews are conducted when the supervisor requires specific responses from an individual.

Communication Between the Headmaster and PAI Teachers

Communication between the headmaster and PAI teachers occurs daily, as well as during specific activities organised by the headmaster, such as the weekly Imtaq (faith and devotion) activities every Friday at the Kasful Hijab mosque at Darul Hikmah Pagutan Islamic Boarding School, and sports activities every Saturday morning at the SMA Darul Hikmah Pagutan Mataram school grounds.

Furthermore, the headmaster communicates with PAI teachers during mentoring sessions, often through meetings. Syaiful Sagala (2010) explains that there are various types of teacher meetings, distinguished by their nature, activity types, objectives, participant numbers, and other factors. Meetings led by the supervisor can effectively improve teaching quality if they are well-

planned, properly executed, and followed up by the agreements made during the meeting.

Asmani (2012) categorises meetings based on their level, such as: (a) Staff Meetings, where all or some teachers at a particular school meet; (b) Meetings involving teachers, parents, and students (or their representatives); (c) Meetings involving teachers from various schools within a city, region, or district. Based on timing, meetings can be categorised into: (1) Beginning and end-of-year meetings; (2) Periodic meetings; and (3) Incidental meetings. According to their format, meetings can take five forms: individual conferences, discussions, seminars and symposia, workshops lasting a few days or a week, and professional development sessions.

Headmaster's Evaluation of PAI Teachers

The headmaster evaluates PAI teachers at SMA Darul Hikmah Pagutan Mataram by reviewing their performance, including their teaching methods, lesson plan creation, and discipline.

Two main evaluation models are primary instruments: rating scales and observation sheets. Rating scales measure an individual's performance or behaviour through statements within a continuum or category that carries meaning or value. On the other hand, observation is a method of data collection commonly used to assess individual behaviour or the processes involved in a particular activity, whether in natural or controlled settings. Despite the clarity of classroom management guidelines, newly evaluated teachers may display unexpected behaviours when interacting with students. This is particularly relevant when evaluators use a qualitative approach (Kependidikan, 2008).

Challenges Faced by the Headmaster as a Supervisor

The headmaster faces several challenges in enhancing the pedagogical competence of PAI teachers. The main obstacles include time limitations and

a lack of infrastructure. SMA Darul Hikmah Pagutan Mataram is currently undergoing renovations, including new classrooms, teacher rooms, headmaster's office, laboratories, and a library. As a result, the teacher room for both the junior high school (SMP) and senior high school (SMA) is shared, which hampers the mentoring process.

Time constraints also pose challenges, as the headmaster is responsible for mentoring PAI teachers and all the teachers at SMA Darul Hikmah Pagutan Mataram. Mentoring and guidance are conducted collectively, which reduces the effectiveness of supervision. This is in line with Binti Maunah's (2009) observation that the challenges in supervision were identified early, including: (1) a lack of understanding of the supervisor's competencies, leading to supervision being more of a routine administrative task, (2) poor communication and transportation due to geographical conditions, (3) the division of supervisory loyalty due to bureaucratic systems, and (4) the attitudes of teachers and supervisors towards educational reform.

Asmani (2012) identifies five main obstacles in the implementation of supervision: (1) a lack of academic enthusiasm among teachers, (2) weak leadership, (3) a lack of creativity, (4) prioritising formality over substance, and (5) inadequate facilities.

A systematic, gradual, and productive approach is needed to address these issues. Education practitioners must tackle these challenges with innovative steps to improve the quality of education. All parties involved in the educational institution, including managers, teachers, staff, and stakeholders, must actively participate in education development through creative and educational approaches.

Furthermore, varying levels of motivation among teachers present another challenge. While some teachers quickly follow guidance and development, others are slower. This uneven motivation hampers the mentoring process. Rosjidan (2001) explains that motivation is a key driver of actions and is essential in learning. Human behaviour occurs through a series of steps: drive

– needs – motives – motivation. The headmaster must strive to overcome these obstacles to improve supervision effectiveness and PAI teachers' development.

Conclusion

The headmaster has made significant efforts to enhance the competence of PAI teachers. However, the renovation of the school and time limitations remain major challenges. The effectiveness of mentoring has been hindered by these factors, particularly given the diverse competencies of the teachers. Solutions such as establishing study groups or utilising technology could be considered to address this.

References

Akbar, A. (2021). Pentingnya kompetensi pedagogik guru. *Jurnal Pendidikan Guru*, 27.

Akhiruddin. (2019). *Belajar dan pembelajaran*. CV Cahaya Bintang Cemerlang.

Asmani, J. M. (2012). *Tips efektif supervisi pendidikan sekolah*. Diva Press.

Arfandi, M. (2011). *Perencanaan pembelajaran*. Alfabeta.

Arikunto, S. (2004). *Dasar-dasar supervisi*. PT. Rineka Cipta.

Baharun, H. (2017). *Pengembangan kurikulum: Teori dan praktik*. CV. Cantrik Pustaka.

Habibullah, A. (2012). Kompetensi pedagogik guru. *Edukasi*, 364.

Huberman, M. B. (2014). *Qualitative data analysis*. Sage Publications.

Idrus, A. (2009). *Manajemen pendidikan global: Visi, aksi dan adaptasi*. Gaung Persada.

Makawimbang, J. H. (2011). *Supervisi dan peningkatan mutu pendidikan*. Alfabeta.

Karyono, H. (2007). *Supervisi pengajaran untuk meningkatkan profesionalisme guru sekolah dasar*. Universitas Negeri Malang.

Kependidikan, D. T. (n.d.). *Penilaian kinerja guru*. Direktorat Jenderal Peningkatan Mutu Pendidik dan Tenaga Kependidikan, Departemen Pendidikan Nasional.

Kodiran. (2017). Kepala sekolah sebagai tugas tambahan. *Jurnal Kependidikan Islam*, 150.

Maunah, B. (2009). *Supervisi pendidikan Islam*. Penerbit Teras.

Muslim, S. B. (2010). *Supervisi pendidikan meningkatkan kualitas profesionalisme guru*. Alfabeta.

Meriyati. (2015). *Memahami karakteristik anak didik*. Fakta Press.

Nasional, D. P. (2001). *Kamus besar bahasa Indonesia*. Balai Pustaka.

Nasional, K. P. (2011). *Pedoman pengelolaan pengembangan keprofesian berkelanjutan*. Direktorat Jenderal Peningkatan Mutu Pendidik dan Tenaga Kependidikan.

Purwanto, M. N. (2010). *Administrasi dan supervisi pendidikan*. PT. Remaja Rosdakarya.

Priansa, D. J. (2014). *Manajemen supervisi dan kepemimpinan kepala sekolah*. Alfabeta.

Rosjidan. (2001). *Belajar dan pembelajaran*. Departemen Pendidikan Nasional Universitas Negeri Malang Fakultas Ilmu Pendidikan.

Sahertian, S. (2008). *Konsep dasar dan teknik supervisi pendidikan dalam rangka pembangunan sumber daya manusia*. Rineka Cipta.

Said, A. (2018). Kepemimpinan kepala sekolah dalam melestarikan budaya mutu sekolah. *Jurnal Manajemen Pendidikan Islam*, 261.

Sagala, S. (2010). *Supervisi pembelajaran dalam profesi pendidikan*. Alfabeta.

Suprihatiningrum. (2014). *Guru profesional: Pedoman kinerja, kualifikasi dan kompetensi guru*. Ar-Ruzz Media.

Yuberti. (2014). *Teori pembelajaran dan pengembangan bahan ajar dalam pendidikan*. Anugerah Utama Raharja.