

ANALYSIS OF TEACHERS' PEDGOGIC COMPETENCE IN DEVELOPING ISLAMIC RELIGIOUS EDUCATION LEARNING DESIGNS BASED ON SCIENTIFIC LEARNING APPROACHES

***¹Muhd. Sukarno,²Zaenuddin Hudi Prasajo, ³Wahab**

^{*1,2,3}Institut Agama Islam Negeri Pontianak

Email: ^{*1,2,3}abdulwahabassambasi@gmail.com

Abstract

Research aims to determine the pedagogical competence of PAI teachers at SDN 1 Nanga Pinoh, SMPN 2 Nanga Pinoh, and SMAN 1 Nanga Pinoh, Melawi Regency, in developing the design of a learning implementation plan in PAI subjects based on a scientific learning approach based on the Development Guidebook and Sample Plans Implementation of Islamic Religious Education Learning and High School Characteristics Curriculum 2013, issued by the Ministry of Religion of the Republic of Indonesia. This research uses a qualitative-descriptive approach, where the research data is presented in a narrative form with the type of case study research. Data collection techniques using documentation, observation, and interview techniques While the data analysis technique used is content analysis. The results of the study show that the pedagogic competence of Islamic Religious Education teachers at three school levels in developing the design of learning implementation plans for Islamic Education subjects is based on a scientific learning approach. This also indicates that PAI teachers at SMAN 1 Nanga Pinoh have pedagogical skills.

Keywords: Analysis, lesson plan, competency, pedagogic

INTRODUCTION

People don't just think of a professional educator (teacher) as someone who knows a lot. But professional educators are those who are able to transmit their knowledge with adjustments to students' abilities. Professional educators are also people who can get their students interested in learning and change them for the better. Therefore, Allan C. Ornstein, quoted by Ester (2013), says, "*Teaching is perhaps the greatest of the arts because the medium is human,*" which means teaching is part of the "art," for which special techniques are required in its application. touching the psychology of students according to their competence.

Thus, the main factor in determining the success of education is how an educator masters teaching techniques or methods, which in the world of education are called paedagogy. Among the indicators of an educator's pedagogical mastery is the ability to

compile and develop a Learning Implementation Plan (RPP) as a teacher's reference in the learning process, but over time, the preparation of a Learning Implementation Plan, which was originally part of the "art of teaching," has become a requirement for administrative fulfilment only (Astuti 2021). The main factor in this paradigm shift is the teacher's lack of understanding of educational principles, namely humanistic principles, which are oriented towards humanising humans (Qodir 2017).

Apart from that, there were also many cases of a lack of teacher competence in preparing learning implementation plans, for example, what happened at the MA Laboratory of UINSU Medan, where only 2 out of 10 people were able to prepare lesson plans (Siahaan et al., 2022). Of course, this is a disgrace to the world of education and has an impact on the success of student learning even if it is not followed up immediately. It will also have an impact on the quality of human resources in Indonesia.

Therefore, based on the issues that occur in the world of education above, the authors are interested in studying the lesson plans for PAI teachers at SDN 1 Nanga Pinoh, PAI teachers at SMPN 2 Nanga Pinoh, and PAI teachers at SMAN 1 Nanga Pinoh to see the pedagogic competence of Islamic education teachers in the RPP Mata. PAI lessons in their respective schools, especially for photographing the development of learning that has been carried out in terms of a *scientific-based learning approach*. Concerning the source of the data studied, the researcher also made direct observations at the school to see and directly interview the PAI teacher who was involved in putting the lesson plans for Islamic education that he had compiled while teaching in class into practise. Based on the foregoing descriptions, the researcher proposes the title "Development of Learning Implementation Plans as Teacher Pedagogic Competence (Analysis of Design Development for PAI Teacher RPP) Based on Scientific Learning Approach."

The following is some of the previous research literature that has relevance to what the researcher wants to discuss as well as reference and comparison material in order to avoid assumptions of research plagiarism (*similarity*), *while the relationship (relevance) between researchers and previous research lies in the object and research method, namely*, both analyse the RPP (Implementation and Learning Plan) and use analytical methods. As a result, the researcher includes the following results from previous literature in this sub-chapter: a. The main Rian Journal, et al. (2020) is called "Analysis of the Design of Learning Implementation Plans (RPP) in History Subjects at SMA Negeri 1 Sanggar." The difference between the researchers and Rian et al. is what they studied. In the journal Rian et al., they looked at the history lesson plans at SMAN 1 Sanggar, but the researchers looked at the lesson plans for religion at SMAN 1 Nanga Pinoh, b. Nanda Wiji Nugroho's thesis (2019) is entitled "Analysis of the Learning Implementation Plan for PJOK Subjects in Grade 5 Public Elementary Schools in Pakem District, Sleman Regency in View of the Scientific Method". The difference between the researcher and Nugroho lies in the approach used. In previous research, Nugroho used a quantitative descriptive approach, while the researcher used a

qualitative descriptive approach. Another difference is that the previous research examined elementary school lesson plans, while the researcher studied high school-level lesson plans, c. Journal of Poppy Anggraeni and Aulia Akbar (2018), entitled "Conformity of the Learning Implementation Plan and the Learning Process". The method and focus of the research carried out differ between the researcher and previous research, with the previous study using a quantitative method based on the suitability of lesson plans and teaching and learning, which was presented in statistical form, whereas the researcher used a qualitative method based on the Guidebook for RPP PAI and Budi Pekerti SMA Curriculum 2013.

METHOD

In this study, the researcher uses a qualitative-descriptive approach as a method that presents data in the form of words. Therefore, the results of data analysis are narrative in nature. This point then differentiates between qualitative and quantitative data, which tend to be presented numerically (Moleong 2007). The current study will analyse lesson plans for PAI teachers in SD 1 Nanga Pinoh, SMP 2 Nanga Pinoh, and SMAN 1 Nanga Pinoh, using the Guidebook for the Development of RPP PAI and the 2013 Curriculum SMA Curriculum published by the Ministry of Religion of the Republic of Indonesia as an analytical tool.

As for what is meant by data analysis according to Noeng Muhadjir, quoted by Ahmad Rijali (2019), it is "an attempt to find data by means of interviews, observations, and others, then organise it systematically to increase understanding oriented towards finding meaning (research results)". Therefore, the researchers tried to describe and explain the suitability between the Islamic Religious Education Teacher's Plan for Elementary School 1 Nanga Pinoh, Nanga Pinoh Middle School 2, and Nanga Pinoh 1 Public High School and the Ministry of Religion's Islamic Education Lesson Plan Guide as a teacher pedagogic standard.

RESULT AND DISCUSSION

In this section, the researcher analysed the suitability of the components and systematics of the 2013 Curriculum Lesson Plan for PAI Teachers at SDN 1 Nanga Pinoh, SMPN 2 Nanga Pinoh, and SMAN 1 Nanga Pinoh based on the "*Development Handbook and Examples of Implementation Plans for Islamic Religious Education Learning and Characteristics for High School Curriculum 2013*" " issued by the Ministry of Religion of the Republic of Indonesia. The data presentation is presented in table form as follows:

Indonesian Ministry of Religion RPP Guidebook	RPP PAI Teachers SDN 1, SMPN 2, and SMAN 1
1. School Identity	1. School Identity
2. Subject identity	2. Subject Identity
3. Class/Semester	3. Class/Semester
4. Subject matter	4. Subject matter
5. Time Allocation	5. Time Allocation
6. Core Competency	6. Core Competency

7. Basic competencies and indicators	7. Basic Competencies and Indicators
8. Learning objectives	8. Learning objectives
9. Learning materials	9. Learning materials
10. Learning methods	10. Learning methods
11. Media, Tools, and Learning Resources	11. Learning Media and Tools
12. Learning steps	12. Learning Resources
13. Evaluation	13. Learning steps
	14. Assessment of Learning Outcomes

Table 1: A comparison of the RPP standards for SMAN 1 Nanga Pinoh and RPP Permendikbud 22 of 2016

From the data obtained, it can be concluded that the components and systematics of the lesson plans for PAI teachers at SDN 1 Nanga Pinoh, SMPN 2 Nanga Pinoh, and SMAN 1 Nanga Pinoh are in accordance with the Lesson Plan Guidebook for Curriculum 13, which is based on Permendikbud RI No. 65 of 2013. The only difference is in structure, with the RPP SMAN 1 Nanga Pinoh separating the components "Learning Media and Tools" from "Learning Resources," whereas the two components are combined in the Permendikbud guidebook. Strictly speaking, between the RPP Guidebook, which is under the legal authority of the Minister of Education and Culture of the Republic of Indonesia, and the RPP SMAN 1 Nanga Pinoh, there is no difference in either the learning components or the systematics.

Analysis of Suitability of Content (Content) of RPP

The researcher conducts an analysis in this section, beginning with basic competencies and progressing to assessments, using the RPP Guidebook published by the Indonesian Ministry of Religion as an analytical tool. The following are the results of the researcher's analysis:

1. Basic competencies

Basic Competency of RPP PAI SDN 1	Basic Competency of RPP, PAI, and SMPN 2	Basic Competency of RPP, PAI, and SMAN 1
1. Perform prayers in an orderly manner	1. Implement Sharia Islamic provisions in animal slaughter	1. Believing in the end of the day
2. Carry out prayer services in an orderly manner.	2. Demonstrate environmental sensitivity as well as comprehension of implementation of slaughter animal teachings.	2. Behave honestly, responsibly, and fairly in accordance with faith on the last day.
3. Show an orderly attitude, as if you understand the implementation meaning of prayer.	3. Recognise the provision in Islam for slaughtering animals	3. Analyse and evaluate the meaning of faith in the last day
4. Show cooperative behaviour as an example of understanding and implementing the wisdom of prayer.	4. Practising system method slaughter animal	4. Demonstrating the connection between faith in the last day and honest, responsible, and fair behaviour.

Table 2: RPP for PAI Teachers at SDN 1 Nanga Pinoh, SMPN 2 Nanga Pinoh, and SMAN 1 Nanga Pinoh

Of the four basic competencies found in the lesson plans for PAI teachers at SDN 1 Nanga Pinoh, SMPN 2 Nanga Pinoh, and SMAN 1 Nanga Pinoh above, it can be concluded that the four basic competencies are in accordance with their components, which include how to behave in living PAI material, knowledge about PAI material, and students' skills in connecting values and faith in beliefs to PAI material (Directorate of Islamic Religious Education 2013). This is also in line with the goals of education to improve three student competencies, namely cognitive, affective, and psychomotor (Magdalena et al., 2020).

2. Learning Objectives and Materials

In the formulation of learning objectives in the lesson plans for PAI teachers at SDN 1 Nanga Pinoh, SMPN 2 Nanga Pinoh, and SMAN 1 Nanga Pinoh, in general, they are in accordance with the RPP Guidebook, where learning objectives are formulated based on KD and use operational verbs (Directorate of Islamic Religious Education 2013). The operational verbs contained in the lesson plans for PAI teachers at SDN 1 Nanga Pinoh, SMPN 2 Nanga Pinoh, and SMAN 1 Nanga Pinoh are as follows: *believe, behave, explain, identify, analyse, conclude, mention, show, present, describe, and describe*. Overall, these operational verbs aim to help students master and understand PAI material. As for the learning material in the lesson plans for PAI teachers at SDN 1 Nanga Pinoh, it is the *essence of prayer*. The learning material in the Nanga Pinoh 2 SMPN 2 lesson plan is *to love animals in the Shari'at of Slaughter*, and the learning material in the lesson plan is *to have faith in the Last Day*. All of this learning material certainly contains concepts and procedures that are relevant to the formulation of the indicators mentioned above.

3. Learning model

After examining the objectives and learning materials, the researcher then continued to analyse the approaches, models, and learning methods applied to "learning activities", in the lesson plan for PAI teachers at SDN 1 Nanga Pinoh, SMPN 2 Nanga Pinoh, and SMAN 1 Nanga Pinoh. Furthermore, only the RPP for PAI Teachers at SDN 1 Nanga Pinoh does not detail the approaches, models, and learning methods used in the lesson plans. Regarding the PAI learning activities at SMPN 2 Nanga Pinoh, the material "love animals in the Shari'at of Slaughter" and SMAN 1 Nanga Pinoh, the material "faith in the last day" employs a scientific learning approach with three learning models, namely, Discovery Learning, Problem Based Learning, and Enquiry Learning, and employs methods such as questions and answers, interviews, discussions, role plays, lectures, and demonstrations. All of these approaches are included in the learning model that is centred on student activities (a *student-centred approach* learning methods applied to "learning activities" in the lesson plan for PAI teachers at SDN 1 Nanga Pinoh, SMPN 2 Nanga Pinoh, and SMAN 1 Nanga Pinoh. And of the three RPPs, only the RPP for PAI Teachers at SDN 1 Nanga Pinoh which does not detail the approaches, models and learning methods that are applied in the lesson plans. As for the PAI learning activities at SMPN 2 Nanga Pinoh the material "love animals in the Shari'at of Slaughter" and SMAN 1 Nanga Pinoh the material "faith in the last day" applies a scientific learning approach with 3 learning models namely, Discovery Learning, Problem Based Learning, and Enquiry Learning and using methods questions and answers, interviews, discussions, role plays, lectures, and demonstrations. All of these approaches are

included in the learning model that is centred on student activities (a student-centered approach), and models and methods for learning activities are based on literacy activities, critical thinking, collaboration, and communication. As a result, the learning model employed is consistent with the Development Guidebook and Example of RPP PAI (Directorate of Islamic Religious Education 2013). However, there is a discrepancy between the methods in the "learning activities" section and the "learning method" component, as the PAI Teacher at SMAN 1 Nanga Pinoh does not include the role play method in learning activities in this section.

4. Media, Tools, and Learning Resources

In this section, the RPP for PAI Teachers at SDN 1 Nanga Pinoh, the RPP for PAI Teachers at SMPN 2 Nanga Pinoh, and the RPP for PAI Teachers at SMAN 1 Nanga Pinoh, which detail and separate the media, tools, and learning resources, are the RPP for PAI Teachers at SMAN 1 Nanga Pinoh, namely the media student worksheets, assessment sheets, and the Koran. The tools and materials used are rulers, markers, whiteboards, laptops, and Infocus. The Class XII Student PAI Book, Ministry of Education and Culture, 2016, the Internet, relevant reference books, LCD Projectors, Tafsir al-Qur'an and hadith books, Asbabun nuzul and Asbabul Wurud Books, and the local environment are examples of learning resources. As for the researcher's analysis of the learning resources section, it was found that the PAI teacher at SMAN 1 Nanga Pinoh was mistaken in placing "LCD Projector", which should be categorised as "learning tools/materials" instead of learning resources. The other mistakes in the RPP are the points "internet" and "relevant books". When referring to the RPP Internet and Book Guide, the website and book identity (Title, author, and page referred to) must be stated in detail (Directorate of Islamic Religious Education 2013).

Whereas in the PAI Teacher's Plan for SDN 1 Nanga Pinoh, there was absolutely no inclusion of media, tools, or learning resources. Meanwhile, only the media and learning resources are included in the lesson plans for PAI teachers at SMPN 2 Nanga Pinoh, so according to the researcher's analysis, the tools/materials are included in the media, such as laptops, LCDs, and whiteboards.

5. Learning steps

Overall, the RPP for PAI Teachers at SDN 1 Nanga Pinoh, the RPP for PAI Teachers at SMPN 2 Nanga Pinoh, and the RPP for PAI Teachers at SMAN 1 Nanga Pinoh are in accordance with the RPP Guidebook (Directorate of Islamic Religious Education 2013), which consists of several elements such as preliminary activities (time allocation of 15 minutes), core activities (time allocation of 105 minutes), cover activities (time

allocation of 15 minutes), and other elements such as learning activities and competencies developed.

6. Evaluation

In this last component, PAI teachers at SDN 1 Nanga Pinoh, SMPN 2 Nanga Pinoh, and SMAN 1 Nanga Pinoh develop four assessment points consisting of:

1. The domain of affect in the form of attitude evaluation,
2. Cognitive realm in the form of assessment
3. Psychomotor domain in the form of discussion assessment (student activity)
4. Remedial assessment is for students who have not achieved mastery.

In practise, most valuation tools take the form of a table with a description of the value, like this:

- 100 = Very good (perfect)
- 75 = Fine
- 50 = Less Good
- 25 is not good.

In the remedial section, the teacher tells students who haven't learned everything that there will be a retest with similar questions or individual assignments based on what was talked about, which will be done at certain times and on certain days.

So it can be concluded from the overall analysis of the lesson plans for PAI Teachers at SDN 1 Nanga Pinoh, the lesson plans for PAI Teachers at SMPN 2 Nanga Pinoh, and the lesson plans for PAI Teachers at SMAN 1 Nanga Pinoh, which are based on the Guidebook on RPP PAI and Budi Pekerti SMA Curriculum 13, which are categorised as good and appropriate, as for the mistakes made in them, they are only limited to *minor faults* that can be tolerated and do not change the substance of the Learning Implementation Plan under the legal basis of Regulation of the Minister of Education and Culture of the Republic of Indonesia No. 81A of 2013 concerning Curriculum Implementation.

CONCLUSION

Based on the findings of the preceding analysis, the researcher comes to the following conclusions: a. The lesson plans developed by the PAI Teachers at SDN 1 Nanga Pinoh, SMPN 2 Nanga Pinoh, and SMAN 1 Nanga Pinoh are in accordance with the standards of Permendikbud 22 of 2016, as contained in the RPP Guidebook. This also implies that PAI teachers at SDN 1 Nanga Pinoh, SMPN 2 Nanga Pinoh, and SMAN 1 Nanga Pinoh have pedagogical skills, b. Differences and mistakes can still be tolerated because they are classified as minor flaws that do not affect the substance of learning or the Minister of Education and Culture's standards.

In the development and application of lesson plans, it is hoped that teachers will pay more attention to the psychological aspects of students, especially from the aspect of

reward *for* students, which can be in the form of motivation or praise in the learning process, with the aim of increasing interest in learning Islamic Religious Education.

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