

Artikel 7

The Role Of Teachers' Pedagogical Competence In Improving Student Learning Outcomes At MA Muhammadiyah Balassuka...

 Dina Mardiana 1

 Publication Articles Mar - Apr 2025 Dosen UMM

 University of Muhammadiyah Malang

Document Details

Submission ID

trn:oid::1:3193928605

Submission Date

Mar 25, 2025, 2:39 PM GMT+7

Download Date

Mar 25, 2025, 5:01 PM GMT+7

File Name

Nov_24_The_Role_Of_Teachers_Pedagogical_Compentence.pdf

File Size

232.0 KB

10 Pages

6,313 Words

37,758 Characters

24% Overall Similarity

The combined total of all matches, including overlapping sources, for each database.

Filtered from the Report

- ▶ Bibliography
- ▶ Quoted Text

Exclusions

- ▶ 4 Excluded Sources

Match Groups

- **84 Not Cited or Quoted 19%**
 Matches with neither in-text citation nor quotation marks
- **21 Missing Quotations 5%**
 Matches that are still very similar to source material
- **0 Missing Citation 0%**
 Matches that have quotation marks, but no in-text citation
- **0 Cited and Quoted 0%**
 Matches with in-text citation present, but no quotation marks

Top Sources

- 19% Internet sources
- 14% Publications
- 5% Submitted works (Student Papers)

Integrity Flags

0 Integrity Flags for Review

No suspicious text manipulations found.

Our system's algorithms look deeply at a document for any inconsistencies that would set it apart from a normal submission. If we notice something strange, we flag it for you to review.

A Flag is not necessarily an indicator of a problem. However, we'd recommend you focus your attention there for further review.

Match Groups

- **84 Not Cited or Quoted 19%**
Matches with neither in-text citation nor quotation marks
- **21 Missing Quotations 5%**
Matches that are still very similar to source material
- **0 Missing Citation 0%**
Matches that have quotation marks, but no in-text citation
- **0 Cited and Quoted 0%**
Matches with in-text citation present, but no quotation marks

Top Sources

- 19% Internet sources
- 14% Publications
- 5% Submitted works (Student Papers)

Top Sources

The sources with the highest number of matches within the submission. Overlapping sources will not be displayed.

1	Internet	repository.unikama.ac.id	2%
2	Internet	digilibadmin.unismuh.ac.id	2%
3	Internet	ecohumanism.co.uk	1%
4	Internet	www.researchpublish.com	1%
5	Internet	jurnal.larisma.or.id	1%
6	Internet	eprints.uad.ac.id	<1%
7	Internet	www.iosrjournals.org	<1%
8	Internet	digilib.uin-suka.ac.id	<1%
9	Internet	download.atlantis-press.com	<1%
10	Publication	Atika Nailah Syirva, Zaenal Arifin. "Pengaruh Tingkat Kompetensi Pedagogik Gur...	<1%

11	Internet	www.ijersc.org	<1%
12	Publication	Ade Gafar Abdullah, Vina Adriany, Cep Ubad Abdullah. "Borderless Education as a...	<1%
13	Publication	S D Ramdani, Burhanudin, M Fawaid, H Abizar, M Fatkhurokhman. "Pedagogical ...	<1%
14	Internet	ejournal.insuriponorogo.ac.id	<1%
15	Internet	ejournal.lotusaruna.id	<1%
16	Internet	www.novateurpublication.com	<1%
17	Publication	Marelius Baene, Hasrul Piliang, Fatmariza Fatmariza, Darmansyah Darmansyah. "...	<1%
18	Internet	journal.unpas.ac.id	<1%
19	Student papers	Universitas Islam Negeri Raden Fatah	<1%
20	Publication	Lukman Hakim. "Development Strategy of Pedagogical Competence to Improve P...	<1%
21	Publication	S Y Ningsih, Turmudi, D Juandi. "Pedagogical content knowledge (PCK) profile of ...	<1%
22	Internet	ejournal.mandalanursa.org	<1%
23	Publication	Yuli Rahmawati, Peter Charles Taylor. "Empowering Science and Mathematics for ...	<1%
24	Publication	Mustapa Mustapa. "Love of Homeland Character Education through Green Harm...	<1%

25	Publication	Tri Mardiana, M. Ihsan Dacholfany, Sutrisni Andayani. "PENGARUH MEDIA PEMBE...	<1%
26	Publication	Zulkarnain Zulkarnain, Sofwan Adiputra, Arman Amir. "The The Implementation ...	<1%
27	Internet	ijeais.org	<1%
28	Internet	journal.iaisambas.ac.id	<1%
29	Internet	jurnal.iicet.org	<1%
30	Internet	serambi.org	<1%
31	Student papers	Universitas Kristen Satya Wacana	<1%
32	Student papers	Universitas Pendidikan Muhammadiyah Sorong	<1%
33	Student papers	Keimyung University	<1%
34	Publication	Nurliyanti Nurliyanti, Nadrun Nadrun, Ma'ulah Ma'ulah. "TEACHERS' PEDAGOGI...	<1%
35	Publication	Tarlina, Ashadi Cahyadi, Suriani Sari. "Relationship Between Teacher Competence...	<1%
36	Publication	Ijudin Ijudin, Yasya Fauzan Wakila, Anton Anton. "Implementing Active Learning ...	<1%
37	Publication	Venasya Permata Zamrud. "The Influence of the Role of Parents on the Learning ...	<1%
38	Publication	Silmi Amrullah, M. Luthfi Ardiansyah, Sumarto. "Managerial Capabilities of Head...	<1%

39	Internet	ejournal.unuja.ac.id	<1%
40	Internet	ojs.staialfurqan.ac.id	<1%
41	Internet	revistas.tec-ac.cr	<1%
42	Publication	Hambali Hambali, Fathor Rozi, Mardiya Mardiya. "TECHNOLOGY IN EDUCATION; T...	<1%
43	Publication	Handrea Kurniawan, Eko Sujadi, Muhd. Odha Meditamar. "Do Students' Perceptio...	<1%
44	Internet	ejournal.goacademica.com	<1%
45	Internet	world.journal.or.id	<1%
46	Publication	Afri Mardicko, Fatahillah Fatahillah, Amanda Kurnia Pangestu. "Perkembangan K...	<1%
47	Publication	Dedi Setiawan, Mochamad Bruri Triyono, Sukarno Sukarno, Muhammad Nurtant...	<1%
48	Publication	Nani Triani, Uman Suherman, Juntika Nurihsan. "COMPETENCY OF CLASS TEACHE...	<1%
49	Internet	journal.aspirasi.or.id	<1%
50	Publication	Fembriani Fembriani, Abdul Rahman, Ravik Karsidi, Taty R Koroh, Netty E A Nawa...	<1%

TADRIB : Jurnal Pendidikan Agama Islam

Vol. 10, 2 (December, 2024), pp. 1159-1168

ISSN: 2477-5436 EISSN: 2549-6433, DOI: <https://doi.org/10.19109/tadrib.v10i2>

The Role Of Teachers' Pedagogical Competence In Improving Student Learning Outcomes At MA Muhammadiyah Balassuka-Tombolopao Sub-District-Gowa District-South Sulawesi

Muliana¹, Romelah², Dina Mardiana³

¹Universitas Muhammadiyah Malang; mulianalatief39@gmail.com

²Universitas Muhammadiyah Malang; romlah@umm.ac.id

³Universitas Muhammadiyah Malang; dinamardiana@umm.ac.id

ARTICLE INFO

Keywords:

Teacher Pedagogical Competence; Learning Outcomes; Learners

Article history:

Received 2024-01-14

Revised 2024-04-12

Accepted 2024-11-13

ABSTRACT

The research reviews the role of jurisprudence teachers' pedagogical competence in improving student learning outcomes at MA Muhammadiyah Balassuka, Kunciopao District, South Sulawesi, with the aim of the research being to determine the role of teachers' pedagogical competence and understanding what student learning outcomes are when teachers apply pedagogical competence in teaching at Madrasas. This research method is a qualitative approach, a case study type. Data collection was carried out through observation, interviews and documentation techniques. Meanwhile, data analysis uses the Spradley model. The teacher shows good mastery of the lesson material, as seen from the explanations that are coherent and easy for students to understand, so that they can produce good learning outcomes. Based on the application of jurisprudence teachers' pedagogical competencies, it is clear that by mastering the characteristics of students, teachers can plan and implement learning using learning strategies, learning methods and learning materials that are appropriate and appropriate for students. By mastering the characteristics of students, teachers can organize a learning process that helps various aspects of student development, including psychomotor aspects, affective aspects, creative aspects, emotional aspects, independence aspects and moral aspects.

This is an open access article under the [CC BY-NC-SA](https://creativecommons.org/licenses/by-nc-sa/4.0/) license.



Corresponding Author:

Muliana

Pascasarjana Universitas Muhammadiyah Malang; webmail.umm.ac.id

INTRODUCTION

Teachers as learning agents, that is, teachers act as facilitators, drivers, motivators, inspirers and engineers for students. In the Republic of Indonesia Law number 14 of 2005 article 8, teacher competence includes personality competence, pedagogic competence, social competence and competence. professional education that will be obtained if you take professional education. The task of teachers as teacher educators must be to be able to manage the class, how to create a conducive learning atmosphere aimed at achieving teaching goals effectively and efficiently. Teachers who become models, role models and activists for students and their environment (Tri, 2023). The success or failure of learning in a class in achieving its goals can be seen from the output it produces (Syarnubi, 2023). Therefore, the teachers must be able to manage the learning atmosphere in accordance with the planned educational objectives (Syarnubi, 2016).

Teachers are a very decisive component in the education system as a whole (Syarnubi, 2019a). Because the implementation of education anywhere cannot be separated from the element of teachers as educators (Syarnubi, Syarifuddin, et al., 2023). Teachers have a very important role

and have a great responsibility in educating the nation's children (Syarnubi, Fauzi, et al., 2023). In line with the responsibility of being an educator, one of whose functions is to transfer knowledge, mastering pedagogical competence is the main thing (Syarnubi & Fahiroh, 2024). Because this competency takes the most important part when a teacher interacts with students (Syarnubi, 2022). A teacher is obliged to understand students as well as possible because that is how the teacher can transfer knowledge in accordance with educational principles that are appropriate for the student. By knowing the nature and character of students, a teacher can design appropriate learning. The aim, of course, is for students to easily absorb all the knowledge needed to develop their competencies (Tri, 2023). Teachers must have a strong commitment to implementing holistic education centered on the potential and needs of learners (Fauzi, M., Lestari, A.R.S., & Ali, 2023). Qualified teachers will build a quality future generation (Syarnubi, 2019b).

The implementation of the teacher's role is largely determined by the quality of competence possessed by the teacher (Syarnubi, 2020). Teacher competency can be interpreted as a teacher's ability which includes knowledge and behavior that supports it, in carrying out responsibilities as a teacher well and professionally. According to Minister of National Education Regulation Number 16 of 2007, one of the important teacher competencies that must always be developed is pedagogical competency. Pedagogical competence can be interpreted as the teacher's ability to manage learning so that students are able to follow the learning process well and show learning outcomes that are in line with the expected results. According to Sele & Dewi (2022), explained that related to these competencies, there are several things that teachers have, namely the ability to understand students, the ability to design and implement learning, the ability to carry out evaluations, and the ability to encourage students to actualize various potentials owned (Sele & Sila, 2022). Good pedagogical competence can be a success factor in the learning process (Syarnubi et al., 2022). Teachers who have high pedagogical competence are able to create a pleasant learning atmosphere, so that students will be motivated in learning (Syarnubi et al., 2021).

The explanation regarding the importance of pedagogical competence shows that the quality of the teacher's pedagogical competence greatly determines the quality of the learning carried out. Every teacher should have an awareness of the importance of paying attention to pedagogical competence for the continuity of learning activities (Syarnubi, 2024). However, in reality, several previous studies have explained that the majority of teachers do not have good pedagogical competence. According to Hoesny & Darmayanti (2021), explained that based on the results of the study they conducted, information was obtained that the majority of teachers did not prepare the learning process well. In line with this, Wibowo (2015), also explained that problems with pedagogical competence include weak class mastery and mastery of learning components. (Sele & Sila, 2022)

The results of observations by researchers at MA Muhammadiyah Balassuka found problems with jurisprudence teachers in carrying out learning, lack of learning effectiveness. When teachers do not prepare learning tools well, the teacher does not have a clear plan or cannot deliver the material well. This can result in students not understanding the material well or not achieving the desired learning objectives. : Without prepared learning tools, teachers face difficulties in managing the class, such as difficulty maintaining students' attention or responding to questions appropriately. : In addition, a lack of prepared learning tools can result in learning being unstructured and less focused, because teachers have to prepare learning tools before teaching takes place.

To overcome the problems that occur in the classroom, the researchers provide several solutions, namely, first, teachers must regularly attend training that supports the quality of learning, coaching and professional development of teachers, because currently there are many trainings aimed at improving teacher professionalism, both online and offline. Second, a teacher

must read a lot of books, books are a source of learning not only for students but for teachers too. Smart teachers can read books that contain knowledge about lesson content, pedagogical competencies, ways of communicating and so on. Third, actively participating in MGMP activities, teacher development strategies can be carried out by participating in activities aimed at upgrading teacher abilities and skills. To get professional work and get good results.

As explained in the Regulation of the Minister of National Education of the Republic of Indonesia Number 35 of 2010 concerning technical instructions for implementing functional teacher positions, one of the pedagogical competencies that must be mastered and implemented by teachers as part of efforts to achieve effective and optimal performance is mastering the characteristics of students. Learning tools have a very important role for an educator before starting the learning process. Learning tools and planning enable teachers to prepare and determine what actions must be taken during the learning process so that it can run affectively. Therefore, the learning tools developed must meet three criteria, namely valid, practical and effective. (Yusuf Suryana, 2016).

Through this research problem, we are interested in understanding how to apply effective teaching skills in fiqh subjects in improving student learning outcomes at MA Muhammadiyah Balassuka. Meanwhile, researchers also want to understand how student learning outcomes at MA Muhammadiyah Balassuka are. Based on the description above, the researcher is interested in discussing the research question, namely: What is the role of teacher pedagogical competence in improving student learning achievement at Madrasah Aliyah Muhammadiyah Balassuka, Kunciepao District, Gowa Regency, South Sulawesi?

The approach used in this research is a qualitative approach with a case study type. The reason for using a qualitative approach is because this research has a main focus, namely the role of teacher pedagogical competence in improving learning outcomes. The researcher saw directly the process of teachers teaching in class, namely the internalization of the application of jurisprudence teachers' pedagogic competencies in improving student learning outcomes, this is a process or teacher activity.

The data obtained in qualitative research is in the form of observations, interviews and documentation. Interviews were conducted with teachers, to find out the role of pedagogic competence in the implementation of student teaching because they know what the learning outcomes are after teachers apply pedagogic competence when teaching. Observations were carried out by observing teachers in the teaching process in class, while documentation studies came from teachers, madrasa heads and students. Therefore, this research uses qualitative research, where this research wants to examine the role of pedagogical competence in improving student learning outcomes at MA Muhammadiyah Balassuka, Kunciepao District, Gowa Regency. Next, the data analysis stage was carried out by researchers based on using the Spradley model.

So, qualitative research is scientific research that has a descriptive attitude according to phenomena that occur in the field. So, qualitative research examines more about the processes that occur based on phenomena that occur in the field. The data obtained in qualitative research is in the form of observations, interviews and documentation. Therefore, this research uses qualitative research where this research wants to examine the role of pedagogical competence in improving student learning outcomes at MA Muhammadiyah Balassuka, Kunciepao District, Gowa Regency. So this research report will contain data excerpts from observations, interviews and documentation that provide an overview/descriptive presentation of the report.

This research was carried out at MA. Muhammadiyah Balassuka, Kunciepao District, Gowa Regency. The reason the researcher took the location at MA Muhammadiyah Balassuka, namely at MA Muhammadiyah Balassuka is where the educational process takes place, and the

researcher wants to understand more deeply about how the application of pedagogical competence for teachers of jurisprudence subjects is applied in Madrasas, by conducting research at Madrasah Aliyah Muhammadiyah Balassuka researchers can identify areas requiring improvement and provide suggestions on how to improve the quality of Education. This madrasah is categorized as a remote madrasah, but the teachers in carrying out their duties as educators have high enthusiasm. The reason why the researcher chose Madrasah Aliyah Muhammadiyah Balassuka as the research location was because the researcher wanted to know the role of teachers in implementing pedagogical competence, because so far the results of the researcher's observations show that there are several students whose learning outcomes are still categorized as varying.

Therefore, it can be concluded that the learning tools developed must meet three criteria, namely valid, practical and effective.

METHODS

The approach used in this research is a qualitative approach with a case study type. The reason for using a qualitative approach is because this research has a main focus, namely the role of teacher pedagogical competence in improving learning outcomes. The researcher saw directly the process of teachers teaching in class, namely the internalization of the application of jurisprudence teachers' pedagogic competencies in improving student learning outcomes, this is a process or teacher activity.

The data obtained in qualitative research is in the form of observations, interviews and documentation. Interviews were conducted with teachers, to find out the role of pedagogic competence in the implementation of student teaching because they know what the learning outcomes are after teachers apply pedagogic competence when teaching. Observations were carried out by observing teachers in the teaching process in class, while documentation studies came from teachers, madrasa heads and students. Therefore, this research uses qualitative research, where this research wants to examine the role of pedagogical competence in improving student learning outcomes at MA Muhammadiyah Balassuka, Kuncio-pao District, Gowa Regency. Next, the data analysis stage was carried out by researchers based on using the Spradley model.

So, qualitative research is scientific research that has a descriptive attitude according to phenomena that occur in the field. So, qualitative research examines more about the processes that occur based on phenomena that occur in the field. The data obtained in qualitative research is in the form of observations, interviews and documentation. Therefore, this research uses qualitative research where this research wants to examine the role of pedagogical competence in improving student learning outcomes at MA Muhammadiyah Balassuka, Kuncio-pao District, Gowa Regency. So this research report will contain data excerpts from observations, interviews and documentation that provide an overview/descriptive presentation of the report.

This research was carried out at MA. Muhammadiyah Balassuka, Kuncio-pao District, Gowa Regency. The reason the researcher took the location at MA. Muhammadiyah Balassuka, namely at MA Muhammadiyah Balassuka is where the educational process takes place, and the researcher wants to understand more deeply about how the application of pedagogical competence for teachers of jurisprudence subjects is applied in Madrasas, by conducting research at Madrasah Aliyah Muhammadiyah Balassuka researchers can identify areas requiring improvement and provide suggestions on how to improve the quality of Education. This madrasah is categorized as a remote madrasah, but the teachers in carrying out their duties as educators have high enthusiasm. The reason why the researcher chose Madrasah Aliyah Muhammadiyah Balassuka as the research location was because the researcher wanted to know the role of teachers in implementing pedagogical competence, because so far the results of the researcher's observations show that there are several students whose learning outcomes are still categorized as varying.

FINDINGS

Based on observations and interviews conducted by researchers at MA Muhammadiyah Balassuka District. Kunciopao District. Gowa, South Sulawesi, researchers obtained data that the efforts made by teachers of fiqh subjects, in mastering the characteristics of students at MA.Muhammadiyah Balassuka, namely, first the teacher carried out observations, interviews and initial tests to determine the characteristics of the students, apart from that the teacher also made a learning plan that according to the needs and characteristics of students (Rosmawati I. M., 25 May 2024).

The steps taken by teachers to master learning theories and educational learning principles are that teachers study learning theories and educational learning principles, and apply these theories and principles in the learning and learning process so that they can apply them in the classroom to deal with students. (Rosmawati, Interview, 25 May 2024).

The things that fiqh subject teachers do in curriculum development are: first, adapting to Educational Standards: Teachers must ensure that the curriculum developed is in accordance with the characteristics of the madrasah. Second, Designing a Learning Plan: The teacher designs a learning plan that includes learning objectives, teaching strategies, and evaluation of student learning outcomes. Third, Adapting to Student Needs: Teachers consider students' needs and abilities in designing the curriculum to suit the characteristics of students. Fourth, Integration of Technology and Learning Resources: Integrating technology and selecting relevant learning resources to support the learning process in accordance with the curriculum being developed. Fifth, Evaluation and Revision: Teachers evaluate the curriculum that has been implemented to evaluate the success of its implementation, and make revisions if necessary to increase effectiveness. Sixth, Collaboration with Peers: Collaborate with other teachers and madrasa staff to discuss and develop a better curriculum, based on their experience and knowledge. Seventh, Professional Development: Carrying out continuous self-development to expand knowledge about education and teaching that can be applied in curriculum development. Eighth, Keeping Up with Latest Developments: Following the latest developments in education and considering social, economic and technological changes in curriculum development. (Rosmawati, Interview, 25 May 2024)

Efforts made by fiqh teachers to improve learning and evaluate learning include carrying out regular assessments, providing feedback to students, making improvements, adjusting teaching methods and improving quality as teachers. (Rosmawati, Interview, 25 May 2024).

Student learning outcomes at MA Muhammadiyah Balassuka are that after teachers have a good understanding of pedagogic competence, student learning outcomes can produce good learning outcomes. Teacher pedagogic competence includes the ability to design and implement an effective learning process, understand the characteristics of students, and be able to evaluate and improve student performance. From the research results, researchers found that teachers with good pedagogical competence tend to be able to adapt teaching methods to learning developments and student needs. This can be seen from the increase in student learning outcomes. Thus, researchers indicate that the teachers of MA Muhammadiyah Balassuka have been able to create a conducive learning environment, choose appropriate teaching methods, and provide appropriate support to students in the teaching and learning process. Teachers demonstrate good mastery of Lesson material can be seen from the explanations that are coherent and easy for students to understand, so that it can produce good learning outcomes. Thus it can be concluded that teacher pedagogical competence has a very important role in student learning outcomes. (Nirdawana, 25 May 2024)

Based on the results of interviews conducted by researchers, the researchers concluded that pedagogical competence provides benefits for a jurisprudence teacher in terms of the ability to convey material more easily and effectively to students. This helps students receive all the material taught well.

The application of the pedagogical competence of fiqh teachers at MA Muhammadiyah Balassuka, first, is understanding the material, by conveying the material in a way that is easy for students to understand, using an approach that adapts to student characteristics. Second, using

varied teaching methods, by conducting discussions, group demonstrations and simulations. Third, carry out classroom management by looking first at students' abilities. Fourth, provide feedback to students by looking at student activity. Fifth, provide motivation to students about the importance of studying the material provided and its relation to practice in daily life, sixth, adapt to the curriculum by adapting the applicable curriculum to the characteristics of the madrasa and adapting to student needs.

The definition of pedagogical competence according to the KBBI is a competency that refers to the skills of staff in educating students, the skills or abilities of teaching staff to be able to organize and manage the learning process, and are required to master the ability to carry out teaching and learning interactions in the classroom. Academic skills are very important for educators, especially in efforts to determine the quality of students, plan, implement, assess and follow up on learning, as well as develop various potential students in a successful and ideal manner. Educational skills are really needed by teachers because educators manage teenage students who ask for education, but also improve the overall character of students.

paragraph 2 states that teachers are professional educators with the main task of educating, teaching, guiding, directing, assessing and evaluating students in early childhood education through formal education, Primary education, and secondary education. Thus, it is clear that teachers at all levels of formal education should be professional educators, not amateur educators, let alone careless and haphazard ones. As a professional educator, there are 7 components that must be possessed, namely:

First, master the characteristics of students. Based on the Regulation of the Minister of Education of the Republic of Indonesia Number 35 of 2010 concerning technical instructions for implementing functional teacher positions and credit numbers, it emphasizes that one aspect of pedagogical competence that is important for teachers is the ability to master the characteristics of students. This mastery is considered crucial in supporting the effectiveness and optimality of teacher performance in the context of the learning process at school. (Permendiknas Number 35 of 2010).

According to Burner (1989), learning theory refers to perspective, while learning theory is descriptive. Learning theory focuses on developing optimal learning methods, while learning theory is more interested in explaining the learning process itself. In learning theory, the main attention is given to the relationships between variables that influence learning outcomes, while the learning hypothesis places more emphasis on how a person can influence other people so that developing experiences occur. In this way, the learning hypothesis plans to control factors that are not fully specified in the framework in order to work with real educational experiences. (Budinarsih, 2004).

response, according to behavioristic learning theory is also called the flow of behavior. Understanding according to behavioristic brain science is instrumental control that comes from climate. Regardless of whether one learns it depends on the limiting elements provided by the climate. According to this theory, several researchers, including Trondike, argue that learning is a process of interaction between stimuli (which can take the form of thoughts, feelings, or actions) and responses (which can also take the form of thoughts, feelings, or actions). From here, the type of behavior can be known, whether it can be noticed or not. This hypothesis is called connectionism. (Yusuf Suryana, 2016).

Thirdly, curriculum development, the curriculum is one component that has an important role in the education system because the curriculum not only formulates the objectives that must be achieved so as to clarify the direction of education, but also provides an understanding of the learning experiences that each student must have, therefore, The function and role of the curriculum is so important that every curriculum development at any level must be based on certain principles. (Yusuf Suryana, 2016).

The definition of pedagogical competence according to the KBBI is a competency that refers to the skills of staff in educating students, the skills or abilities of teaching staff to be able to organize and manage the learning process, and are required to master the ability to carry out

teaching and learning interactions in the classroom. Academic skills are very important for educators, especially in efforts to determine the quality of students, plan, implement, assess and follow up on learning, as well as develop various potential students in a successful and ideal manner. Educational skills are really needed by teachers because educators manage teenage students who ask for education, but also improve the overall character of students (Syarnubi et al., 2024).

DISCUSSION

Law of the Republic of Indonesia Number 14 of 2005 concerning teachers and lecturers, article 1 paragraph 2 states that teachers are professional educators with the main task of educating, teaching, guiding, directing, assessing and evaluating students in early childhood education through formal education, Primary education, and secondary education. Thus, it is clear that teachers at all levels of formal education should be professional educators, not amateur educators, let alone careless and haphazard ones. As a professional educator, there are 7 components that must be possessed, namely:

First, master the characteristics of students. Based on the Regulation of the Minister of Education of the Republic of Indonesia Number 35 of 2010 concerning technical instructions for implementing functional teacher positions and credit numbers, it emphasizes that one aspect of pedagogical competence that is important for teachers is the ability to master the characteristics of students. This mastery is considered crucial in supporting the effectiveness and optimality of teacher performance in the context of the learning process at school. (Permendiknas Number 35 of 2010)

According to Ani Cahyadi (2006), the characteristics of the younger generation are: first, longing for puja, second, the level of reasoning at the formal functional stage (verbal, rational), third, having a positive social mentality, liking to mingle and form age groups, fourth, looking for opportunities and trying to explore self-ideas, fifth, the most common way of choosing moral and social qualities, 6, mentality towards religion changes, and belief in God generally changes due to shaking of one's spirit. (Cahyadi Ani, 2006)

Second, master learning theory and educational learning principles. Mastery of learning theories and educational learning principles is very important for teachers in efforts to realize effective, efficient and optimal learning. By mastering learning theories and educational learning principles, teachers can at least obtain the following benefits: first, teachers can understand what and how the learning process occurs in students so that teachers can take action in implementing learning. Second, you can choose to use learning approaches, strategies, methods and techniques so as to achieve maximum learning results. Third, teachers can understand and apply a number of constructive implications from the theory of learning success. Fourth, teachers can have and develop the attitudes and behavior needed to improve the quality of student learning.

According to Burner (1989), learning theory refers to perspective, while learning theory is descriptive. Learning theory focuses on developing optimal learning methods, while learning theory is more interested in explaining the learning process itself. In learning theory, the main attention is given to the relationships between variables that influence learning outcomes, while the learning hypothesis places more emphasis on how a person can influence other people so that developing experiences occur. In this way, the learning hypothesis plans to control factors that are not fully specified in the framework in order to work with real educational experiences. (Budinarsih, 2004).

Learning is defined as the process of changing behavior as a result of the interaction between stimulus and response, according to behavioristic learning theory, it is also called the flow of behavior. Understanding according to behavioristic brain science is instrumental control that comes from climate. Regardless of whether one learns it depends on the limiting elements provided by the climate. According to this theory, several researchers, including Trondike, argue that learning is a process of interaction between stimuli (which can take the form of thoughts, feelings, or actions) and responses (which can also take the form of thoughts, feelings, or actions).

action). From here you can know the type of behavior, whether you can pay attention or not. This hypothesis is called connectionism. (Yusuf Suryana, 2016)

Thirdly, curriculum development, the curriculum is one component that has an important role in the education system because the curriculum not only formulates the objectives that must be achieved so as to clarify the direction of education, but also provides an understanding of the learning experiences that each student must have, therefore, The function and role of the curriculum is so important that every curriculum development at any level must be based on certain principles. (Yusuf Suryana, 2016).

CONCLUSION

Several things that can be drawn as conclusions from the role of pedagogical competence of jurisprudence teachers at MA Muhammadiyah Balassuka are:

The efforts made by teachers of fiqh subjects, in mastering the characteristics of students at MA. Muhammadiyah Balassuka, namely, first the teacher carries out observations, interviews and initial tests to determine the characteristics of the students, apart from that the teacher also makes learning plans that suit the needs and characteristics of the students.

Student learning outcomes at MA. Muhammadiyah Balassuka are that after teachers have a good understanding of pedagogic competency, student learning outcomes can produce good learning outcomes. Teacher pedagogic competency includes the ability to design and implement an effective learning process, understand the characteristics of students, and be able to evaluate and improve student performance. From the research results, researchers found that teachers with good pedagogical competence tend to be able to adapt teaching methods to learning developments and student needs. This can be seen from the increase in student learning outcomes. Thus, researchers indicate that the teachers of MA Muhammadiyah Balassuka have been able to create a conducive learning environment, choose appropriate teaching methods, and provide appropriate support to students in the teaching and learning process. Teachers demonstrate good mastery of The lesson material can be seen from the explanations which are coherent and easy for students to understand, so that it can produce good learning results. Thus it can be concluded that teacher pedagogical competence has a very important role in student learning outcomes.

REFERENCES

- A.Rahim. (2022). Pengaruh Kapabilitas Pendidik PAS terhadap Prestasi Belajar Siswa di Sdn 1 Kamaru. <https://doi.org/10.35326/taksonomi.v2i1.2182> Taksonomi: Jurnal Penelitian Pendidikan Dasar, 2(1), 9–15
- Agustin, O., Dakhi, S., Prodi, D., Pancasila, P., Sekolah, K., Pendidik Mempersiapkan, T., Pelatihan, I., dan Selatan, N. (nd). Meningkatkan Hasil Belajar Siswa,
- Akbar, A. (2021). Pentingnya Kompetensi Pedagogik Guru. *JPG: Jurnal Pendidikan Guru*, 2(1), 23. <https://doi.org/10.32832/jpg.v2i1.4099>
- Aminah, N., Kartono, K., & Rusilowati, A. (2022). Pengaruh Supervisi Akademik Dalam Meningkatkan Kompetensi Pedagogik Guru. *JURNAL HURRIAH: Jurnal Evaluasi Pendidikan Dan Penelitian*, 3(3), 28–42. <https://doi.org/10.56806/jh.v3i3.94>
- Anik Susanti. "Kompetensi Profesional Dan Pedagogik Guru Pendidikan Agama Islam di SMP Negeri 2 Comal", *jurnal.Pekalongan : STAIN Pekalongan*.
- Assyakurrohim, D., Ikhrum, D., Sirodj, R.A., dan Afgani, MW (2022). Teknik Analisis Kontekstual dalam Eksplorasi Subjektif. *Buku Harian Sains dan Sekolah PC*, 3(01), 1-9. <https://doi.org/10.47709/jpsk.v3i01.1951>
- Audit, J., Pelatihan, I. &, & Abrar, A. M. (2020). Peningkatan interaksi siswa sd integral Rahmatullah Toli toli dengan kompetensi pedagogik al qalam 12(<http://journal.iaimsinjai.ac.id/index.php/al-qalam>
- Been, H. A. R. L. S. (2021). Peran, Hak dan Kewajiban Guru Beserta Upaya Peningkatan Profsonalisme Guru. *Seri Publikasi Pembelajaran*, 1(2).

- Diana, P., Rachmawati, W., Muhammad, I., Al Ghozali, I., Nasution, B., Firmansyah, H., Asiah, S., Ridho, A., Damayanti, I., Siagian, R., Riswan, I., Rusdial, A. I., Zaharah, M. I., Syarif, M., Yenni, I., Fitra, Y., Yanti, S. I., Kusuma, Y., Kurniawan, A., dan Irayanti, I. (2021). Hipotesis dan Ide Pendidikan. <http://insaniapublishing.com>
- Diana, R. (2023). Ridma Diana. 6(1), 1–13. Akbar, A. (2021). Pentingnya Keterampilan Akademik Pendidik. *JPG: Diary of Educator Schooling*, 2(1), 23. <https://doi.org/10.32832/jpg.v2i1.4099>
- Fauzi, M., Lestari, A. R. S., & Ali, M. (2023, December). Pengaruh Berwudhu Terhadap Konsentrasi Belajar Siswa. In *International Education Conference (IEC) FITK (Vol.2, No.1, pp. 108–122)*.
- Hasanah, U., Stai, J., dan Sampang, M. (2022). Ujian Kemampuan Instruktif Instruktur PAI Sekolah Al-Ibrohimy Center. Dalam Buku Harian JOECIE (Vol. 1, Edisi 1). <http://journal.stai-muafi.ac.id/index.php/record> Survei, ISSN 2302-0156, "Kompetensi pedagogik guru dalam meningkatkan motivasi belajar siswa pada SMPN 3 Ingin Jaya Kabupaten Aceh Besar". *Administrasi pendidikan*. Vol 2, No. 1, Agustus 2014, hal 25
- J., Pelatihan, I. Abrar, A., & M. (2020). Peningkatan Interaksi Belajar Siswa SD Integral Rahmatullah Toli toli Dengan Kompetensi Pedagogis Al-qalam12(1). <http://journal.iaimsinjai.ac.id/index.php/al-qalam>
- Kalsum Nasution, M., dan F. Pendidikan dan Keguruan UIN (2017). Pemanfaatan Strategi Pembelajaran dalam Mengembangkan Lebih Lanjut Hasil Belajar Siswa di Madrasah Ibtidaiyah Swasta Lantaboer Jakarta. *Korespondensi: Mardiah Kalsum Nasution, Pondok Pesantren Swasta Lantaboer Jakarta*. Surel. 11(1).
- Kulon, NC (2023). Pengaruh Kemampuan Pendidikan Dan Masyarakat Belajar Pelajar Terhadap Pelatih Islam Yang Setengah di sekolah Dasar DI Daerah Cantegi. 5(1), 39–47.
- Kurniawan, A. (2020). Tugas Kepala Sekolah Dalam Memperluas Kemampuan Pendidikan Pendidik di Sekolah Bantu Profesi Raja AGUNG CIREBON. *Buku Harian Isema: Administrasi Pendidikan Islam*, 5(1), 1-14. <https://doi.org/10.15575/isema.v5i1.8323>
- Lestari, A. R. A. D., Wismawati, Sari, R., Hidayah, N., & Susanto, R. (2020). Peranan Kompetensi Pedagogik Dengan Kinerja Guru Dalam Meningkatkan Hasil Belajar IPA. *Jurnal Pendidikan*, Vol No 3(2338–4131), 122–127.
- Mainuddin. (2020). Kompetensi Guru Menurut UU RI Nomor: 14 Tahun 2005 Tentang Guru dan Dosen. *Al-Munawwarah: Jurnal Pendidikan Islam*, 12(2).
- Mardhatillah, O., dan Surjanti, J. (2023). Memperluas Kemampuan Akademik dan Keterampilan Mengesankan Pendidik di Indonesia melalui Pelatihan Mahir Pendidik (PPG). *Buku Harian Instruksi Keuangan Undiksha*, 15(1), 102-111. <https://doi.org/10.23887/jjpe.v15i1.65200>
- Maulana Kholid, "Kompetensi Pedagogik Guru Pelajaran Fiqih Dalam Mengelola Pembelajaran Kelas XII Di Man Wates I Kulon Progo Yogyakarta", Tesis, Fakultas Terbiyah UIN Sunan Kalijaga, 221
- Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R. (2009). *No Title*. Sugiyono.
- Nommensen, U.H., dan Siantar, P. (2023). Dampak Kompetensi Kepriadian Guru dan Contoh Motivasi Pematang Siantar Natallia Christina Sinambela Benjamin Albert Simamora Universitas HKBP Nommensen, Pematang Siantar Sotarduga Sihombing Universitas HKBP Nommensen, *Korespondensi Pematang Siantar* 1(2).
- Novi Trilisiana. (2022). *Pendidikan karakter* (M. S. Afrida Shoffati Noorfajria, S.T.P. (ed.)). Whisnu Febry Afrianto SP., M.Si
- Nurrita, T. <https://www.kompasiana.com/rangga93/55292bc6f> (2018). Kemajuan MEDIA BELAJAR UNTUK Lebih Mengembangkan Hasil BELAJAR Mahasiswa (Vol. 03).
- Nurtiani, A., & Fajriah, N. (2022). Kompetensi Pedagogik Guru Terhadap Pembentukan Sikap Anak Usia Dini. *Jurnal Buah Hati*, 9(2), 84–96. <https://doi.org/10.46244/buahhati.v9i2.2076>
- Pendidikan, J., dan Kantor, M., (2017). *Jurnal Isema: Manajemen Pendidikan Islam*, 5(1), 1–14. <https://doi.org/10.15575/isema.v5i1.8323>. (2016). Minat Belajar Sebagai Penentu Hasil Belajar Understudy (Minat Belajar Sebagai Penentu Hasil Belajar Understudy) (Vol. 1, Issue 1). <http://ejournal.upi.edu/index.php/jpmanper/article/view/00000>

- R.Andriani dan R.Rasto (2019). Inspirasi belajar sebagai penentu hasil belajar siswa. Catatan Harian Instruksi Pengurus Jabatan, 4(1), 80. <https://doi.org/10.17509/jpm.v4i1.14958>
- Sele, Y., & Sila, V. U. R. (2022). Problematika Kompetensi Pedagogik Guru dalam Pembelajaran. *Biocaster : Jurnal Kajian Biologi*, 2(4), 225–230. <https://doi.org/10.36312/bjkb.v2i4.152>
- Sinar, (2023). *Kompetensi Pedagogik, upaya menguasai karakteristik peserta didik*
- Sugiono. (2022). *Metode Penelitian Kualitatif*. Bandung: Alfabeta.
- Syarnubi. (2024). *Filsafat Pendidikan Islam Suatu Pengantar Untuk Memahami Filsafat Pendidikan Islam Lebih Awal* (S. Fahiroh, Y. Oktarima, & N. Soraya, eds.). Palembang: Anugrah Jaya.
- Syarnubi, S. (2016). Manajemen Konflik Dalam Pendidikan Islam dan Problematikanya: Studi Kasus di Fakultas Dakwah UIN-SUKA Yogyakarta. *Tadrib*, 2(1), 151-178.
- Syarnubi, S. (2019a). Guru yang Bermoral dalam Konteks Sosial, Budaya, Ekonomi, Hukum dan Agama (Kajian Terhadap UU No.14 Tahun 2005 Tentang Guru dan Dosen). *Jurnal PAI Raden Fatah*, 1(1), 21–40.
- Syarnubi, S. (2019b). Profesionalisme Guru Pendidikan Agama Islam dalam Membentuk Religiusitas Siswa Kelas IV di SDN 2 Pengarayan. *Tadrib*, 5(1), 87–103.
- Syarnubi, S. (2020). "Pendidikan Karakter pada Madrasah Aliyah Negeri 3 Palembang." *PhD Diss., UIN Raden Fatah Palembang*.
- Syarnubi, S. (2022). Penerapan Paradigma Integrasi-Interkoneksi dalam Peningkatan Mutu Lulusan. *Jurnal PAI Raden Fatah*, 4(4), 375–395.
- Syarnubi, S. (2023). Hakikat Evaluasi dalam Pendidikan Islam. *Jurnal PAI Raden Fatah*, 5(2), 468–486.
- Syarnubi, S., Alimron, A., & Muhammad, F. (2022). Model Pendidikan Karakter di Perguruan Tinggi. Palembang: CV. *Insan Cendekia Palembang*.
- Syarnubi, S., Efriani, A., Pranita, S., Zulhijra, Z., Anggara, B., Alimron, A., ... & Rohmadi, R. (2024, April). An analysis of student errors in solving HOTS mathematics problems based on the newman procedure. In *AIP Conference Proceedings* (Vol. 3058, No. 1). AIP Publishing.
- Syarnubi, S., & Fahiroh, S. (2024). Shame Compensation in Islamic and Psychological Perspectives. *Tadrib: Jurnal Pendidikan Agama Islam*, 10(1), 12–31.
- Syarnubi, S., Fauzi, M., Anggara, B., Fahiroh, S., Mulya, A. N., Ramelia, D., ... & Ulvya, I. (2023, August). Peran Guru Pendidikan Agama Islam dalam Menanamkan Nilai-Nilai Moderasi Beragama. In *International Education Conference (IEC) FITK* (Vol. 1, No. 1), pp. 112-117.
- Syarnubi, S., Mansir, F., Purnomo, M. E., Harto, K., & Hawi, A. (2021). Implementing Character Education in Madrasah. *Jurnal Pendidikan Islam*, 7(1), 77–94.
- Syarnubi, S., Syarifuddin, A., & Sukirman, S. (2023). Curriculum Design for the Islamic Religious Education Study Program in the Era of the Industrial Revolution 4.0. *Al-Ishlah: Jurnal Pendidikan*, 15(4), 6333–6341.
- T.Sumira (2022). Kemampuan Pendidikan Pendidik di Sekolah Tinggi Agama Islam MALANG Staf AGAMA ISLAM. A.Akbar (2021). Pentingnya Kemampuan Pendidikan Pendidik. *JPG: Diary of Instructor Schooling*, 2(1), 23. <https://doi.org/10.32832/jpg.v2i1.4099>
- Tri, F. (2023). https://gurubinar.id/blog/4-kompetensi-guru-yang-wajib-dimiliki-oleh-calon-guru?blog_id=53. Fajar Tri. https://gurubinar.id/blog/4-kompetensi-guru-yang-wajib-dimiliki-oleh-calon-guru?blog_id=53
- Wahyudi, A., Pahan, B.P., dan Sulistyowati, R. (2023). Mengembangkan Lebih Lanjut Hasil Belajar Siswa Melalui Gambaran Tak Berujung Koperasi: Tinjauan Di SDN 5 Menteng. <https://ejournal.iaknpky.ac.id/index.php/harati>
- Yandi, A., Nathania Kani Putri, A., & Syaza Kani Putri, Y. (2023). Faktor-Faktor Yang Mempengaruhi Hasil Belajar Peserta Didik (Literature Review). *Jurnal Pendidikan Siber Nusantara*, 1(1), 13–24. <https://doi.org/10.38035/jpsn.v1i1.14>
- yusuf suryana, I. N. (2016). *Kompetensi pedagogik: peningkatan dan penilaian kinerja guru dalam rangka implementasi kurikulum Nasional* (Muttaqurrahma (ed.)). Genta Group Production.