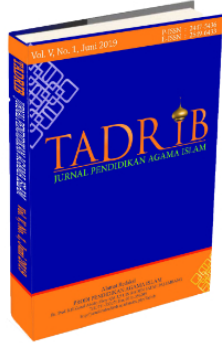




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The Role Of Teachers' Pedagogical Competence In Improving Student Learning Outcomes At MA Muhammadiyah Balassuka-Tombolopao Sub-District-Gowa District-South Sulawesi

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Dina Mardiana

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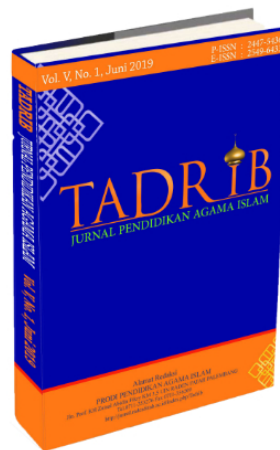
Keywords: Teacher Pedagogical Competence, Learning Outcomes, Learners

Abstract

The research reviews the role of jurisprudence teachers' pedagogical competence in improving student learning outcomes at MA Muhammadiyah Balassuka, Kuncioopao 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.

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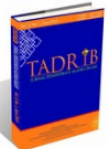
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The Role Of Teachers' Pedagogical Competence In Improving Student Learning Outcomes At MA Muhammadiyah Balassuka-Tombolopao Sub-District-Gowa District-South Sulawesi

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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.

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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, Kunciopao 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, Kunciopao 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, Kunciopao 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, Kunciopao 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.

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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. (Budiningsih, 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).

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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:

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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).

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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.

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