



PEDAGOGIC COMPETENCE AS A KEY FACTOR IN THE SUCCESSFUL IMPLEMENTATION OF THE PAI CURRICULUM

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Abstract

This study aims to explore the implementation of the Islamic Religious Education Curriculum (PAI) and the influence of teachers' pedagogic competence on learning and student character formation. Good pedagogic competence of teachers is believed to improve the quality of PAI teaching, which is not only focused on the cognitive aspect but also on the character aspect of students. This study uses a qualitative approach with a type of case study that involves direct observation, in-depth interviews with teachers and students, and documentation related to the implementation of the curriculum in several schools. The results of the study show that although the PAI curriculum is well structured and in accordance with the needs, several significant challenges are found, such as limited educational facilities, lack of technology-based training, and a lack of in-depth understanding of pedagogic competence among most teachers. Therefore, to increase the effectiveness of learning, strategies are needed to improve teachers' pedagogic competence, including through continuous training and the provision of more adequate educational facilities. The optimal implementation of the PAI curriculum is expected to create a more meaningful learning environment, so that it can form the character of students who are not only intellectually intelligent, but also have noble character in daily life.

Keywords: Implementation of the PAI curriculum, pedagogical competence, Islamic religious education, student character, teacher training

Abstrak

Penelitian ini bertujuan untuk mengeksplorasi implementasi Kurikulum Pendidikan Agama Islam (PAI) dan pengaruh kompetensi pedagogik guru terhadap pembelajaran serta pembentukan karakter siswa. Kompetensi pedagogik guru yang baik diyakini dapat meningkatkan kualitas pengajaran PAI, yang tidak hanya terfokus pada aspek kognitif tetapi juga pada aspek karakter siswa. Penelitian ini menggunakan pendekatan kualitatif dengan jenis studi kasus yang melibatkan observasi langsung, wawancara mendalam dengan guru dan siswa, serta dokumentasi terkait penerapan kurikulum di beberapa sekolah. Hasil penelitian menunjukkan bahwa meskipun kurikulum PAI sudah terstruktur dengan baik dan sesuai dengan kebutuhan, beberapa tantangan signifikan ditemukan, seperti keterbatasan fasilitas pendidikan, kurangnya pelatihan berbasis teknologi, serta pemahaman yang kurang mendalam tentang kompetensi pedagogik di kalangan sebagian besar guru. Oleh karena itu, untuk meningkatkan efektivitas pembelajaran, diperlukan strategi untuk meningkatkan kompetensi pedagogik guru, termasuk melalui pelatihan berkelanjutan serta penyediaan fasilitas pendidikan yang lebih memadai. Implementasi yang optimal dari kurikulum PAI diharapkan dapat menciptakan lingkungan belajar yang lebih bermakna, sehingga dapat membentuk karakter siswa yang tidak hanya cerdas secara intelektual, tetapi juga berakhlak mulia dalam kehidupan sehari-hari.

Kata kunci: Implementasi kurikulum PAI, kompetensi pedagogik, pendidikan agama Islam, karakter siswa, pelatihan guru

INTRODUCTION

Islamic Religious Education (PAI) plays a strategic role in shaping the character of students who are Islamic and have integrity. The PAI curriculum is designed to not only teach religious values, but also to shape critical, creative, collaborative, and communicative thinking skills in



students. Through this curriculum, it is hoped that students can apply religious teachings in their daily lives and face the challenges of the 21st century better.¹ One of the important components in the implementation of the PAI Curriculum is the pedagogic competence of teachers. This competency refers to the teacher's ability to understand student characteristics, design effective learning, carry out evaluation of learning outcomes, and develop student potential in accordance with educational goals. Based on Law No. 14 of 2005 concerning Teachers and Lecturers, pedagogic competence is one of the four competencies that must be possessed by a teacher, along with personality, social, and professional competencies. (Muchammad Catur Rizky dkk., 2022)

Good pedagogic competence allows teachers to create a learning process that is not only effective, but also fun and relevant to the needs of students. Teachers who have high pedagogic competence can manage classes well, provide learning that suits the characteristics of students, and use various learning methods that can motivate students to be more active and creative. However, although pedagogic competence is very important, the implementation of the PAI Curriculum in Indonesia faces various challenges. One of the main obstacles faced is the low quality of available teacher training. Inadequate training and not in accordance with the needs of teachers is a major obstacle in improving the quality of PAI education in schools.²

In addition, the limitation of educational facilities in many schools is also a serious problem. The lack of facilities and infrastructure, such as inadequate classrooms, as well as lack of access to technology and digital learning resources, makes it difficult for teachers to implement innovative learning methods. This also has an impact on the limitations of the use of technology in the PAI learning process, which should be one of the important aspects in this digital era. Suboptimal supervision is also another challenge in the implementation of the PAI Curriculum. The lack of assistance for teachers in developing their pedagogical skills makes it difficult for many teachers to adapt to dynamic curriculum changes. Supervision and evaluation of the quality of learning also still need to be improved so that teachers can continue to improve and develop their teaching methods.

To overcome these challenges, an integrated effort is needed to improve teachers' pedagogic competence. One of the steps that can be taken is to increase technology-based training that is tailored to the needs of teachers in the field. This training not only focuses on the use of technology in learning, but also on the development of pedagogic competencies in general, such as designing competency and character-based learning of students. Strengthening educational facilities is also an important step in supporting the implementation of the PAI Curriculum. The government and educational institutions need to provide adequate facilities and infrastructure so that teachers can carry out quality learning. In addition, the use of technology in education must be encouraged so that teachers and students can take advantage of the various learning resources available in cyberspace.

With efforts to improve optimal training, facilities, and supervision, it is hoped that teachers can have better pedagogic competence. This in turn will improve the quality of PAI learning and help students to master the material better. A well-implemented PAI curriculum will form a generation that is not only intellectually intelligent, but also has noble character and has a deep understanding of religion. Through these efforts, it is hoped that Indonesia can

¹ Ministry of Education and Culture, "Islamic Religious Education Curriculum Guide for the 21st Century," Jakarta: Ministry of Education and Culture, 2020, p. 3.

² S. Mulyasa, *School-Based Education Management*, Bandung: Remaja Rosdakarya, 2017, p. 45.



produce a generation that is ready to face global challenges without losing its identity as a nation based on strong religion and morals. Improved pedagogic competence will be the main key in realizing these goals

METHOD

The research method used in this study is a qualitative approach with a case study type of research. This research aims to understand in depth the implementation of the Islamic Religious Education (PAI) curriculum and the influence of teachers' pedagogic competence on students' learning and character. This research was conducted in several schools that implement the PAI curriculum by involving teachers and students as research subjects. The data collection techniques used in this study include in-depth interviews, direct observation, and documentation. Interviews were conducted with PAI teachers, principals, and students to obtain information about curriculum implementation, challenges faced, and their views on teachers' pedagogic competence and its impact on religious learning. Observations are made in the classroom during the learning process to assess how the teacher manages the class, the teaching methods used, and the interactions that occur between teachers and students. Documentation includes analysis of the applied curriculum, syllabus, and teaching materials used in schools that are the object of research. The data that has been collected is analyzed using qualitative data analysis techniques through data reduction steps, data presentation, and conclusion drawn. The results of this analysis are expected to provide a clear picture of the challenges in the implementation of the PAI curriculum, strategies for improving teachers' pedagogic competence, and their impact on student character. This research is expected to contribute to the development of education policies, especially in improving the quality of PAI learning in Indonesia.

DISCUSSION

A. Definition of Teacher Competency and Teacher Implementation

1. Teacher Competence

Teacher competence is the ability that a teacher must have to carry out his duties and responsibilities wisely and responsibly. This competency includes various important aspects such as knowledge, skills, and attitudes that must be lived and mastered by teachers in order to carry out their work well. According to Rina Febriana (2021), teacher skills not only affect the quality of teaching, but also student success. This shows that professionalism and improving teacher competence play an important role in improving the quality of education as a whole.

In addition, teacher competencies also include the ability to create a conducive and enjoyable learning environment for students. A competent teacher is able to motivate students, adapt teaching methods to the individual needs of students, and face various challenges in the world of education wisely. With adequate competence, a teacher can help students reach their maximum potential and prepare them for future challenges.

2. Curriculum Implementation

Implementation is the process of implementing or taking action from a plan that has been carefully prepared. Browne and Wildavsky mentioned that implementation is an expansion of activities that adjust to each other to achieve the goals that have been set.³ Setiawan also added that implementation involves an interaction process between goals and actions, and requires an effective network of implementers and bureaucracy to ensure the success of the

³ Aaron Wildavsky dan A. Browne, *Implementation: How Great Expectations in Washington Are Dashed in Oakland; Or, Why It's Amazing That Federal Programs Work at All* (Berkeley: University of California Press, 1984)



plan.⁴ In simple terms, implementation is an activity or action that is planned and carried out based on a certain norm reference to achieve a predetermined goal. Implementation does not stand alone, but is heavily influenced by the curriculum. The curriculum, in this case, is defined as the distance that must be traveled by students in the educational process to obtain an officially recognized diploma or certificate.⁵

The curriculum is designed to make the learning process more meaningful and effective. There are several important parts of the curriculum, namely learning objectives, materials learned by students, how teaching is carried out, and tools and methods to evaluate learning outcomes.⁶ Learning objectives explain what is to be achieved in the teaching and learning process. The subject matter includes what students will learn during the learning process. The teaching process or method describes how to teach effectively to achieve learning goals.⁷ Meanwhile, evaluation tools and methods are used to measure the extent to which learning objectives have been achieved and how improvements can be made to improve the teaching and learning process.⁸

Curriculum implementation is the real implementation of the curriculum which includes various aspects such as objectives, content, subject matter, and learning methods used in teaching and learning activities. Curriculum implementation is the translation of curriculum documents into reality in the form of student learning experiences.⁹ This process involves various parties, such as school leaders, teachers, school supervisors, and other support staff, to ensure that educational goals can be achieved effectively.¹⁰ In addition, the implementation of the curriculum also requires continuous adjustment and evaluation to ensure its relevance and effectiveness in improving the quality of education.¹¹ Teachers play an important role in implementing the curriculum in a creative and innovative way, and are able to adapt to changes and developments in the world of education. With the implementation of a good curriculum, it is hoped that students can acquire knowledge and skills that are relevant to the needs of the times, and be able to develop into individuals with character and responsibility.¹²

B. The Role of Pedagogic Competence in PAI Learning

The pedagogic competence possessed by a teacher is very important in determining the success of Islamic Religious Education (PAI) learning. This competency includes the ability of teachers to understand the needs and characteristics of students, as well as to design learning strategies that are in accordance with the potential of students.¹³ Success in PAI learning is highly dependent on how teachers organize the teaching and learning process in accordance with the context and needs of students, which can vary from one individual to another. In the context of PAI, high pedagogic competence allows teachers to convey religious material contextually. This means that teachers not only teach religious texts, but also relate

⁴ Rudi Setiawan, "The Concept of Implementation and Its Influence on Program Success," *Journal of Public Administration* 3, no. 2 (2015): 45-50

⁵ Ministry of Education and Culture, *Curriculum Development Guidelines* (Jakarta: Ministry of Education and Culture, 2013)

⁶ Nana Sudjana, *The Basics of the Teaching and Learning Process* (Bandung: Sinar Baru Algesindo, 2002).

⁷ Hamzah B. Uno, *Learning Model: Creating a Creative and Effective Teaching and Learning Process* (Jakarta: Bumi Aksara, 2010).

⁸ Zainal Arifin, *Learning Evaluation: Principles, Techniques, and Procedures* (Bandung: Remaja Rosdakarya, 2013).

⁹ B. Suryosubroto, *The Teaching and Learning Process in Schools* (Jakarta: Rineka Cipta, 2009)

¹⁰ E. Mulyasa, *Development and Implementation of the 2013 Curriculum* (Bandung: Remaja Rosdakarya, 2013)

¹¹ P. Suparlan, *School-Based Management* (Jakarta: Bumi Aksara, 2013).

¹² H. A. R. Tilaar, *National Education Management* (Jakarta: Rineka Cipta, 2002)

¹³ Sugiyono, *Educational Research Methods*, (Bandung: Alfabeta, 2018), p. 105.



them to the realities of students' daily lives.¹⁴ For example, in teaching the values of honesty, teachers can explore students' experiences about the importance of honesty in various aspects of life, be it at school, at home, or in society. Thus, religious material does not feel distant and abstract, but is relevant to their lives.

In addition, pedagogic competence allows teachers to manage the classroom effectively. Teachers who have a good understanding of teaching theory and practice can create a conducive learning environment, which makes students feel comfortable asking questions, discussing, and actively participating in learning activities.¹⁵ In this case, teachers must have the ability to create a supportive atmosphere for the development of students' character and faith.

Not only that, pedagogic competence is also related to the teacher's ability to assess learning outcomes objectively and constructively. With the right assessment, teachers can find out the extent of students' understanding of the material that has been delivered and provide constructive feedback for students.¹⁶ Effective assessment also includes an evaluation of the development of religious attitudes and values applied in students' daily lives. In addition, teachers who are competent in the field of pedagogical can choose diverse learning methods according to the needs of students. Skilled teachers not only rely on lectures as the primary method, but also use group discussions, project assignments, and simulations to enrich the student learning experience.¹⁷ The diversity of these methods helps students to learn more effectively and fun, and can accommodate various learning styles of students.

Thus, good pedagogic competence allows teachers to create learning that is not only effective, but also meaningful for students. The learning process becomes more lively, relevant, and touches on the moral and character aspects that are important in religious education. Quality learning can help students to better understand and appreciate religious teachings in their lives.

C. Challenges in the Implementation of the PAI Curriculum

The implementation of the PAI Curriculum in Indonesia faces various challenges that can hinder the achievement of the desired educational goals. One of the biggest challenges is the lack of qualified teacher training. Although the government has developed a clear and structured curriculum, many teachers still have difficulty in understanding and implementing the curriculum optimally.¹⁸ This is mostly due to the limitations of the training they have received so far, both in terms of materials and teaching methods.

The training provided still does not fully meet the needs of PAI teachers in the field. PAI teachers often feel that the existing training is irrelevant to the real conditions in the classroom and does not lead to the development of in-depth pedagogic competence. Thus, many teachers feel unprepared to implement the curriculum that has been set, especially in the face of the rapid development of the times and the increasingly diverse needs of students.¹⁹

In addition to training problems, inadequate educational facilities are also an obstacle

¹⁴ M. Ali, "Islamic Religious Learning in Schools: Perspectives and Methods," *Journal of Islamic Religious Education*, vol. 10, no. 1, (2021), p. 45

¹⁵ Syamsul Hadi, *Islamic Religious Education Learning Management*, (Jakarta: Rajawali Press, 2020), p. 213

¹⁶ *Ibid.*, p. 220

¹⁷ Nuraini, "PAI Learning Methods: Theory and Practice," *Journal of Educational Sciences*, vol. 8, no. 2, (2022), p. 70

¹⁸ Zainal Arifin, *Islamic Religious Education Curriculum in Indonesia*, (Yogyakarta: Pustaka Siswa, 2017), p. 130.

¹⁹ Suhartono, "The Application of the PAI Curriculum in the Context of Learning in Schools," *Journal of Religious Education Studies*, vol. 12, no. 3, (2021), p. 90.



in the implementation of the PAI Curriculum. In many schools, especially in remote areas, the available educational facilities are still limited. This limitation hinders the use of technology in learning, which should be an effective tool to convey religious material in a more engaging and interactive way.²⁰ Without supporting facilities, both in terms of teaching facilities and digital learning tools, teachers find it difficult to adapt learning methods that are in accordance with the demands of the curriculum.

The lack of support from various parties, both from schools, the government, and the community, also exacerbates this situation. Not infrequently, the PAI curriculum is only applied as a formality without any serious attention to the quality of learning provided. Learning Islam in schools is often one of the subjects that is considered less important than other subjects that lead to academic achievement.

On the other hand, the paradigm shift in education that demands more technology-based teaching is further exacerbating the gap between schools that have adequate facilities and those that do not. Although technology can help in improving the effectiveness of learning, the implementation of technology in Islamic religious education is still limited to some schools that have greater resources.²¹

In addition, a lack of understanding of the importance of pedagogic competence in improving the quality of religious learning is a challenge in itself. Many teachers focus on the teaching aspect of the material without paying more attention to the development of students' character and attitude which is very important in Islamic religious education. This causes PAI learning to not achieve its main goal, which is to form a person who is pious, has noble character, and has spiritual depth.

To address these challenges, there is a need for updates in the teacher training system, the provision of better facilities, and changes in learning approaches that are more based on student needs and the times. One of the solutions that can be applied is the integration of technology-based learning that can bridge the gap in facilities in various regions.

D. Pedagogic Competency Improvement Strategy

To overcome challenges in the implementation of the PAI Curriculum, strategies to improve teachers' pedagogic competence need to be the main concern. One of the most important steps is to hold structured and ongoing technology-based training.²² This training must involve the use of technology that can enrich PAI learning, such as the use of digital platforms to deliver materials, learning videos, and applications that can help students to better understand the teachings of Islam in a more interactive way.

This technology-based training must also target the development of pedagogic skills more broadly, not just focusing on technology. In this training, teachers must be equipped with the skills to design learning that is relevant to the needs of students and in accordance with the goals of Islamic religious education. Additionally, it is important for teachers to understand how to utilize technology to create an enjoyable learning experience and touch on students' character and moral aspects.²³ In addition to technology-based training, strengthening in terms of classroom management also needs to be considered. Teachers who

²⁰ Indahwati, "Educational Facilities in the Implementation of the Independent Curriculum," *Journal of Educational Technology*, vol. 5, no. 4, (2020), p. 45. **177**

²¹ Miftahul Jannah, *Technological Innovation in Islamic Religious Education Learning*, (Malang: UMM Press, 2019), p. 168.

²² Rani, "Improving Pedagogic Competence through Technology-Based Training," *Journal of Education and Learning*, vol. 10, no. 1, (2021), p. 134.

²³ Siti Aminah, "Educational Technology in Islamic Religious Learning," *Journal of Islamic Religious Education*, vol. 9, no. 2, (2022), p. 55



are skilled in managing the classroom can create a conducive learning atmosphere and support the formation of students' character. In this context, training to improve classroom management competencies is essential, especially in dealing with students with a variety of different backgrounds and characteristics. Competence in managing the classroom also includes the ability to build good relationships with students, as well as motivate them to learn harder.

It is also important to create a continuous training program, so that teachers can not only gain knowledge at one time, but can continue to develop their pedagogical competence. Continuous training programs can be carried out through various forms, such as workshops, seminars, and group activities that allow teachers to share experiences and learn from their peers. In addition, the provision of training materials that are relevant to the development of the times and technology is also no less important. The training carried out must be in line with the challenges faced by teachers in the field, as well as in accordance with the latest developments in education and technology. With relevant and up-to-date material, teachers will be better prepared to deal with it.

E. Educational Facility Support

One of the key factors in the successful implementation of the PAI Curriculum is the availability of adequate educational facilities. Without supporting facilities, teachers have difficulty in implementing effective teaching methods, especially in curricula that require the use of technology such as the Independent Curriculum.²⁴ Inadequate facilities can hinder the application of technology-based learning methods, making learning less interesting and less effective.

Good educational facilities include access to technology, comfortable learning spaces, and teaching materials that are in line with the times. For example, schools equipped with computer labs, internet access, and digital learning devices allow teachers to implement more interactive and technology-based teaching methods. With this access, teachers can take advantage of various online learning resources, such as learning videos, educational applications, and other digital tools that can improve the quality of PAI learning.

In addition, the existence of up-to-date textbooks, both in print and digital form, is very important to support learning success. Textbooks that contain materials that are relevant to daily life will help students to more easily understand the concepts of Islam. For example, textbooks that use illustrations and real-life examples can enrich students' understanding of the application of religious values in their lives.²⁵

However, not all schools have adequate facilities, especially in remote and inland areas. These limited facilities often result in a gap in the quality of education, where students in schools with more complete facilities can obtain a better quality education compared to those who study in schools with limited facilities. To overcome this, the government needs to distribute educational facilities evenly throughout Indonesia, with priority given to underdeveloped areas. In this context, the use of technology can be a solution to reduce the gap. The government can provide support in the form of digital learning tools to schools that lack facilities, as well as provide training for teachers to maximize the use of technology in learning. Thus, even though physical facilities are limited, technology can be an alternative to creating a more engaging and effective learning experience.

Strengthening facilities also includes improving the overall quality of educational infrastructure, such as comfortable classrooms, sufficient learning equipment, and an

²⁴ Suryana, *Islamic Religious Education: Concept and Application*, (Bandung: PT. Remaja Rosdakarya, 2019), p. 120.

²⁵ *Ibid.*, p. 122.



environment that supports teaching and learning activities. A clean, well-organized classroom and equipped with adequate props can improve students' concentration and make them feel more comfortable in following lessons. This will have a direct impact on the quality of learning provided by teachers.

With adequate facilities, teachers can be more flexible in designing effective and interesting learning. The diversity of educational facilities, both in physical and digital form, will allow teachers to develop various learning methods that suit the needs of students and the demands of the curriculum. Therefore, strengthening educational facilities must be a top priority in supporting the implementation of a quality PAI Curriculum.

F. Teacher Supervision and Assistance

Supervision and mentoring for teachers is one of the most important aspects in improving pedagogic competence and the successful implementation of the PAI Curriculum. As part of professional development efforts, effective supervision can help teachers to recognize strengths and weaknesses in their learning process, as well as provide solutions to improve the quality of teaching.²⁶ Effective supervision is not only limited to supervision or assessment of teachers' performance, but also a form of mentoring that aims to improve their pedagogic skills. Supervision can be carried out by the principal, peers, or competent education supervisors. In the supervision process, the supervisor or mentor must provide constructive feedback and provide suggestions that can help teachers to develop their teaching methods to better suit the demands of the curriculum.

Continuous mentoring is essential to ensure that teachers not only acquire competencies early in their careers, but can also continue to develop their teaching skills over time. This assistance can be done through reflection sessions, group discussions, or workshops that allow teachers to learn together and exchange experiences.²⁷ This can accelerate the process of improving pedagogical competence, especially for teachers who are just starting their careers. Intensive mentoring is also very necessary for beginner teachers who may not have enough experience in implementing the PAI Curriculum. Beginner teachers tend to face more challenges in managing classes and delivering material in a way that appeals to students. Therefore, mentoring from more experienced teachers can provide valuable insights into effective ways to overcome these challenges.

It is important to note that supervision does not only focus on the academic aspect only, but also on the development of students' character and morals which is the main goal of PAI learning. Through good supervision, teachers can be invited to focus more on developing students as individuals with noble character and noble ethics. In addition, mentoring carried out in a structured manner can help teachers in designing learning that is more effective and relevant to the times. Continuous development of pedagogic competence through supervision and mentoring will strengthen the quality of PAI learning and improve student learning outcomes.

With effective supervision and mentoring, teachers will feel more valued and empowered, and can increase their confidence in teaching. This in turn will have a positive impact on the quality of learning provided to students.

G. The Impact of Pedagogic Competence on Student Character

Teachers' pedagogic competence not only affects students' academic results, but also on the formation of students' character. Teachers who have high pedagogic competence will

²⁶ A. M. Aslam, *Educational Supervision: Theory and Practice*, (Yogyakarta: Andi, 2018), p. 57

²⁷ M. H. Fajar, "Teacher Assistance in the Implementation of the Islamic Religious Education Curriculum," *Journal of Education and Social*, vol. 11, no. 3, (2022), p. 121.



be able to integrate religious values in every learning process and instill noble morals in students. Thus, pedagogic competence plays an important role in shaping students who are not only intelligent, but also have good morals and have high integrity.²⁸ Teachers who have the ability to manage learning well can create an atmosphere that supports the development of students' character. Interactive, dialogical, and actively engaging learning will help students to better understand and internalize religious values in their lives. Learning that emphasizes discussion and self-reflection can also encourage students to think more critically about how they can apply religious values in their daily lives.

In addition, teachers who have high pedagogic competence can set a good example for students. As educators, teachers not only teach religious knowledge, but also show through their behavior how to be responsible, honest, and compassionate individuals. These values will be more easily accepted by students if they see their teachers practicing them in their daily lives.²⁹

With good pedagogic competence, teachers can help students to understand that religious education is not just about theory or ritual, but also about how to apply religious teachings in every aspect of life. Therefore, effective PAI learning does not only focus on the cognitive aspect, but also on the formation of better student character and morals. In the long run, PAI education that focuses on character development will produce a young generation who have strong personalities and high morals. This will have a positive impact on society as a whole, because a good young generation will be future leaders who can bring positive changes to the nation and state.

It is important to ensure that the pedagogic competence possessed by teachers is in line with the goal of Islamic religious education, which is to form individuals who are not only intelligent, but also noble and responsible. Therefore, pedagogic competency development must continue to be carried out to ensure that every teacher can provide the best education for their students.

CONCLUSION

Based on the results of the discussion, it can be concluded that the pedagogic competence of teachers has a strategic role in improving the quality of Islamic Religious Education (PAI) learning. Teachers who have good pedagogic competence are able to create effective, contextual, and meaningful learning for students. This competency allows teachers to understand student needs, design relevant learning strategies, and integrate religious values in the learning process. However, the implementation of the PAI curriculum still faces challenges, especially the lack of relevant teacher training, limited educational facilities, and low support for religious subjects. To overcome this, strategies to improve pedagogic competence through technology-based training, equitable distribution of educational facilities, and intensive supervision and mentoring need to be implemented.

The results of the study also show that the pedagogic competence of teachers has a significant impact on the formation of student character. Dialogical, reflective, and religious value-based learning is able to produce students who are not only intellectually intelligent but also have noble morals. Thus, the development of teachers' pedagogic competencies is the main key in creating quality PAI learning and supporting the formation of a generation with character.

²⁸ Nasruddin, *Pedagogic Islamic Religious Education*, (Jakarta: Kencana, 2019), p. 88.

²⁹ *Ibid.*, p. 92.



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