

IMPROVING PEDAGOGICAL COMPETENCE BY IMPLEMENTING MICROTEACHING IN ISLAMIC RELIGIOUS EDUCATION PRODUCTS

Ajat Saputra

STAI Riyadhul Jannah, Subang, Indonesia
Correspondence author email: putra.alpatih@gmail.com

Santi Ristiana

STAI Riyadhul Jannah, Subang, Indonesia
santiristiana@gmail.com

Santi Solihat

STAI Riyadhul Jannah, Subang, Indonesia
santi.solihataprile@gmail.com

Silma Mausuli

STAI Riyadhul Jannah, Subang, Indonesia
shilmaalhakiki@gmail.com

Abstract

This study aims to describe: Efforts to improve pedagogical competence by conducting microteaching PAI, (2) The Role of Microteaching Supporting Lecturers in improving pedagogical competencies of Islamic Education. This research is a descriptive qualitative research. The subjects in this study were students of islamic educatuion in 2021/2022 who had conducted microteaching in improving pedagogical competence. Data collection techniques used were in-depth interviews, observation, and documentation. The validity of the data in this study is triangulation (triangulation of sources and triangulation of techniques) and observability. Data analysis techniques applied were data reduction, data display, and data verification. The conclusions in this study are: (1) there are various activities carried out in the implementation of microteaching as an effort to improve pedagogical competence of Islamic Education. The implementation of these activities provides increased pedagogical competence of students which includes the ability to manage learning, understanding of students, learning design, learning implementation, use of learning technology, evaluation of learning outcomes, and student development. (2) The Role of Microteaching Supporting Lecturers in improving pedagogical competencies of Islamic Education. This role includes the role of lecturers as educators, instructors, mentors, trainers, and developers in the implementation of microteacahing programs.

Keywords: *competence, pedagogy, microteaching*

Introduction

Education plays a very important role in the survival of the nation and state. Without education, the nation and state will become weak. To become a developed and strong country, it must have quality Human Resources (HR). One way to advance and strengthen education is to improve the quality of learning (Pendidikan & Islam, n.d.). Because the core of education lies in teaching and learning activities. Improving the quality of learning can be sought through the teaching and learning process by achieving the learning objectives that have been set (Feranina & Komala, 2022).

Learning activities are activities undertaken by students with the aim of forming attitudes/behavior in everyday life, therefore in the teaching and learning process a teacher has a very important role (Ardilah, Lesmana, et al., 2023). A teacher is required to ensure that the results of the learning process can be maximized as expected. In order to achieve these expectations, the teacher always tries various efforts (Ardilah, 2021). One of these efforts is the use of props in appropriate learning. It is known that the character or intelligence of students is not the same in mastering, accepting and understanding the lessons given by the teacher.

The teacher plays the role of managing the learning process, acting as a facilitator and mediator who tries to create effective, active and efficient teaching and learning conditions, thereby enabling the teaching and learning process to develop learning materials and the goals to be achieved (Nurseha & Syakir, 2023). To fulfill this, teachers are required to be able to manage the teaching and learning process in a way that responds to students, so that they want to learn, want to think, because students are the main subject (Ruhidyanto et al., 2023). To get quality teachers, educational and training institutions are needed that are specifically able to provide competency provisions to prospective teachers. In accordance with regulation number 16 of 2007, every teacher is required to meet the academic qualification and teacher competency standards that apply nationally.

Therefore, in carrying out teacher candidate activities, they focus on aspects that are closely related to teaching and educational science issues. The differences in the scores of each student indicate that there are differences in the abilities that each student can absorb during the microteaching process (Ardilah et al., 2023). The difference in achievement can be used to measure the achievement of microteaching goals (Ardilah, 2021). Apart from the differences above, the assessment of the achievement of microteaching objectives can also be assessed from what students feel, obtain and practice in teaching practice as long as microteaching is still weak, and the pedagogical competence carried out is still not enthusiastic, boring because it is just like that and still monotone (Zaim, 2019). In other words, students' opinions and opinions regarding the implementation of microteaching can increase pedagogical competence in carrying out a learning process (Ismail, 2013).

Researchers realize that information about microteaching is very important to know, especially for students (Roqib & Nurfuadi, 2020). This is what encourages researchers to find out how Islamic Religious Education Students respond regarding their weak pedagogical competence (Hernawati, 2014). Sometimes when carrying out a process of implementing microteaching they do not have enough control over the learning process. Researchers hope that by knowing this information students can improve their pedagogical competence in the learning process (Ruhidyanto et al., 2023).

Research Method

This research was conducted in the Islamic Religious Education study program environment with an effort to find out responses regarding the implementation of microteaching in improving the pedagogical competence of Islamic Religious Education students (Nurseha et al., 2023). This research includes qualitative descriptive research. Qualitative research is research that is used to investigate, discover, describe and explain the qualities or characteristics of social influences that cannot be explained, measured or described through a quantitative approach (Sahal, 2017).

Qualitative research is research that is used to reveal problems in the work life of government, private, community, youth, women's, sports, arts and culture organizations, etc. so that it can be used as a policy to be implemented for the common good.

The research subjects were Islamic Religious Education students who had implemented microteaching to improve pedagogical competence (Ardilah, Anisa, et al., 2023). This research subject will become one of the data sources that will provide information in the form of data needed by researchers (Ardilah, 2021). The terms and conditions for the research subject are as follows: (1) Must be a student of the Islamic Religious Education study program (2) Must be a student who has undertaken Microteaching and can truly provide in-depth information. In 2021/2022, microteaching has been implemented to improve pedagogical competence. This research subject will become one of the data sources that will provide information in the form of data needed by researchers (Maya, 2012).

The terms and conditions for research subjects are as follows: (1) Must be a student of the Islamic Religious Education study program (Nurseha et al., 2023). (2) Are students who have undertaken Microteaching who can truly provide in-depth information (Chaer, 2012). Data is the most important part of a research because the success or failure of a research cannot be separated from the data obtained.

Data is all information, both verbal and written, and can also be in the form of images or photos that can be used as an answer to a problem in research. There are two types of data, namely, (1) Primary data, which is data obtained directly from the original source (not through intermediary media). Primary data can be the opinion of

subjects (people) individually or in groups regarding objects, events and test results. .
(2) Secondary data, secondary data is a source of data obtained by researchers indirectly or through other intermediaries. Secondary data is in the form of evidence, writings or notes arranged in published or unpublished documentary data.

The data collection techniques used in this research are: (1) In-depth interviews, Esterberg (2002) quoted by Sugiyono (2013:317) stated that an interview is a meeting of two people to exchange information and ideas through questions and answers, so that meaning can be constructed. in a particular topic. Interviews were conducted with informants related to this research, namely students of the Islamic Religious Education study program. (2) Observation, according to Guba and Lincoln in Moleong (2003:174) Observation is seeing and observing for yourself, then recording behavior and events as they occur in actual situations. Observation activities carried out by researchers were carried out in the STAI Riyadhul Jannah campus environment. (3) Documentation, Documentation is a data collection technique by flowing or taking data from notes, documentation, administration, which is appropriate to the problem being studied.

In this case, documentation is obtained through documents or archives from the institution under study. Namely looking for data about things or variables in the form of notes, transcripts, books, letters, magazines, and so on. Miles and Human (1984), quoted by Sugiyono (2013:337), stated that activities in qualitative data analysis are carried out interactively and continue continuously until completion, so that the data is saturated. Data analysis activities are, data reduction, data display, and conclusion drawing/verification.

Result and Discussion

Implementation of Microteaching in Improving Student Pedagogical Competence

The implementation of microteaching in the Islamic Religious Education Study Program will not be visible without an activity. The activities in question are activities that can improve students' pedagogical competence directly or indirectly. Activities that can improve pedagogical competence include:

When carrying out microteaching, students can train their ability to manage learning so that students can understand the material that will be presented, this activity is in accordance with Mulyasa (2007: 75) who stated that "the ability to manage learning operationally involves three functions, namely managerial, namely planning, implementing and I want to go to Dalian." Microteaching can hone the skills that exist in students themselves, one of which is understanding the abilities or characteristics of students, this activity is in accordance with the opinion of Sukma Dinata (2006:197) quoted by Jejen (2011:31) stating that "Teachers must know and understand students understand well the stage of development they have reached, their abilities, their strengths and weaknesses, the obstacles they face and the

dominant factors that influence them (Fauziah, 2014). "Microteaching activities can train students in designing in carrying out a learning process so that students can understand the material presented, this activity is in accordance with the opinion of Naegie (2002:8) quoted by Jejen (2011:36) stating that "Learning design is an effective teacher organize their classes with procedures and they prepare them."

When microteaching activities take place, students are able to practice knowledge, skills and basic values or attitudes in carrying out a learning process with students. This activity is in accordance with the opinion of the Director General of Education (2006) who stated that "Carrying out learning has essential indicators, organizing the learning background, and implementing conducive learning". Microteaching activities are able to develop teaching competencies for students in utilizing technology in carrying out the learning process. This activity is in accordance with the opinion of Mulyasa (2007: 107) who states that "The use of technology in education and learning is intended to facilitate or make learning activities more effective" (Siwanti, 2012).

When implementing microteaching, it helps students carry out a learning process and can train students to evaluate learning. This activity is in accordance with the opinion of Surapranata (2004:3) quoted by Janawi (2011:90) who states that "Evaluation or assessment is the process of concluding data, interpreting facts and making professional basic considerations for making policies on a collection of information, namely information about students". Microteaching activities are able to train students to develop students' abilities in the learning process. This activity is in accordance with Horowitz's opinion quoted by Jejen (2001:37) stating that "Teachers who understand child development and learning will be effective in the classroom, namely in the teaching and learning process".

The role of Microteaching Lecturers in improving the pedagogical competence of STAI RJ Islamic Religious Education students

Increasing students' pedagogical competence does not just come by itself. However, the role of microteaching lecturers also has an impact on increasing students' pedagogical competence. The roles in question include;

Microteaching lecturers act as educators for students in implementing microteaching, because they can develop students' potential or basic abilities, develop students' personalities, provide role models, and set examples in creating a conducive microteaching atmosphere. This activity is in accordance with the opinion according to Mulyasa (2007: 19) who stated that "As an educator and teacher you must have emotional stability, want to advance students, be realistic, honest and open, as well as towards development, especially educational innovation (Al-Madari, 2007).

Microteaching lecturers act as teachers in the implementation of microteaching and provide input to students in planning, implementing and assessing the learning

process in the ongoing microteaching process. This activity is in accordance with the opinion of Suwarna (2006:11) who states that "Teachers as informants must be ready to provide information in the form of cognitive, affective and skills aspects". Microteaching lecturers act as mentors in implementing microteaching, one of which is encouraging the development of positive behavior in learning, as well as guiding students in solving problems in the learning process (Maya, 2017). This activity is in accordance with the opinion of Aunurrahman (2009:25) who states that "Teachers need to be flexible, build closeness with students so that they can better understand students' thoughts and their needs".

Microteaching lecturers act as trainers in the implementation of microteaching. One of them is training the skills needed in learning, as well as getting students to behave positively in microteaching learning. This activity is in accordance with the opinion of Mulyasa (2007: 63) who states that "Teachers as learning promoters must be able to multiply the potential of students, and develop it in accordance with their aspirations and dreams in the future". Microteaching lecturers act as microteaching program developers, namely by collaborating within certain schools. This activity is in accordance with the opinion of Suwarna (2006:14) who states that "Teachers as motorbikes mean driving force, namely driving students to progress further in learning".

Microteaching lecturers act as program managers, because they are able to manage microteaching programs well, namely by actively helping to build relationships and collaboration between schools and the community. This activity is in accordance with the opinion of Aunurrahman (2009:23) who stated that "Guru as a mediator and facilitator provides a learning experience that allows students to be responsible in making designs, processes and research". Microteaching lecturers act as professionals in implementing micro teaching, because they provide efforts to improve students' professional abilities. This activity is in accordance with the opinion of Abdul Majid (2006:15) who states that "Teaching is a professional job, in order to be able to carry out this task well, apart from having to meet the requirements of maturity, physical and spiritual health, teachers must also have the knowledge and skills -teaching skills.

Conclusion

Based on the discussion of the research results presented previously, it can be concluded that the implementation of microteaching is an effort to improve the pedagogical competence of Islamic Religious Education Study Program students which is carried out and the role of Microteaching lecturers in improving the pedagogical competence of STAI RJ Islamic Religious Education Study Program students, able to become microteaching lecturers. which plays an important role in increasing students' pedagogical competence. Increasing the pedagogical

competence of various students, especially the role of lecturers, is obtained when implementing microteaching learning itself. The interrelationship between students and lecturers in realizing increased pedagogical competence.

References

- Abdul Majid. 2013. Strategi Pembelajaran. Bandung : Remaja Rosdakarya.
- Aunurrahman. 2009. Belajar dan Pembelajaran. Bandung: Alfabeta.
- Abdi, F. T., Muhammad, D. H., & Susandi, A. (2022). *JPKD : Volume 4 Nomor 1 Tahun 2022 Research & Learning in Primary Education Pendidikan Karakter (Adab) Ana k Perspektif Ibn Jama ' ah Al - Syafi ' i Dan Imam Al-Ghazali*. 4, 139–148.
- Afif Nurseha, & Rizki Rizaulhaq. (2023). Analisis Qaulan Sadida Terhadap Penanaman Kejujuran Siswa (Studi Kasus: Siswa Kelas VII MTs Al-Mubarak Cisalak). *Jurnal Pendidikan Dan Kebudayaan (JURDIKBUD)*, 3(3), 140–155. <https://doi.org/10.55606/juridikbud.v3i3.2627>
- Alfath, K. (2020). Pendidikan Karakter Disiplin Santri Di Pondok Pesantren Al-Fatah Temboro. *Al-Manar*, 9(1), 125–164. <https://doi.org/10.36668/jal.v9i1.136>
- Amrizal, M. A., Fuad, N., & Karnati, N. (2022). *Jurnal basicedu*. 6(3), 3602–3612.
- Anisa, R., Wibowo, D. V., & Nurseha, A. (2022). UPAYA GURU PAI DALAM MENUMBUHKAN KECERDASAN SPIRITUAL SISWA DI SMP NEGERI 2 JALANCAGAK. *Tarbiya Islamica*, 10(2), 89-102.
- Ardilah, N., Anisa, R., Nurseha, A., Abdul, F., & Jauharudin, A. (2023). *Implementasi Metode Yanbu ' a Untuk Meningkatkan Hasil Belajar Baca Al- Qur ' an di SMP Negeri 2 Jalancagak*. 7, 21243–21248.
- Ardilah, N., Lesmana, W., Nurfalah, R., Syaadiah, N., Nurlela, S., & Nurseha, A. (2023). *Pengelolaan Sumberdaya Alam Dalam Menyanggah Perekonomian Warga Desa Cibeusi*. 1(4).
- Egistiani, S., Wibowo, D. V., Nurseha, A., & Kurnia, T. (2022). Strategi Guru Dalam Mendidik Anak Menuju Indonesia Emas 2045. *Educatio*, 17(2), 141-152.
- Feranina, T. M., & Komala, C. (2022). Sinergitas Peran Orang Tua dan Guru dalam Pendidikan Karakter Anak. *Jurnal Perspektif*, 6(1), 3. [https://doi.org/DOI: http://dx.doi.org/10.15575/jp.v6i1.163](https://doi.org/DOI:http://dx.doi.org/10.15575/jp.v6i1.163)
- Hulfah, S., Fauzi, A., Astuti, W. W., Ubaydillah, S. B., & Nurseha, A. (2023). Meningkatkan Penguasaan Kosakata Bahasa Arab Melalui Program Lebar (Les Bahasa Arab) Pada Anak Di Desa Sumpersari, Kiarapedes, Purwakarta. *Jurnal Pengabdian Masyarakat Bangsa*, 1(7), 1038–1043. <https://doi.org/10.59837/jpmba.v1i7.300>
- Janawi. 2011. Kompetensi Guru. Bandung : Alfabeta.
- Moelong, J. Lexy. 2003. Metodologi Penelitian Kualitatif. Bandung : Remaja Rosdakarya.
- Mulyasa. 2007. Standar Kompetensi dan Sertifikasi Guru. Bandung: PT Remaja Rosdakarya.
- Nabila Fitri Rahmadina, Alifia Nabila, Nia Apriliani, Afif Nurseha, & Ajat Saputra. (2023). INTEGRATION Integration Of Religion And Culture : The Syuro Porridge Tradition In The Cisaat Village Community, Ciater District, Subang Regency: INTEGRASI AGAMA DAN BUDAYA : Tradisi Bubur Syuro pada Masyarakat Desa

- Cisaat Kecamatan Ciater Kabupaten Subang. *International Journal of Education, Vocational and Social Science*, 2(02), 80-90. <https://doi.org/10.99075/ijevss.v2i02.224>
- Nurseha, A., Ardilah, N., Ruhdiyanto, D., & Wibowo, D. V. (2023). Penerapan Metode Yanbu'a dalam Pembelajaran Membaca Al-Qur'an pada Anak Usia Dini di TK An-Nur Cimalingping. *JIP - Jurnal Ilmiah Ilmu Pendidikan*, 6(5), 3529-3536. <https://doi.org/10.54371/jiip.v6i5.2015>
- Nurjanah, S. S., Oktaviani, P., Rahman, D. S., & Nurseha, A. (2024). Konsep Keteladanan Nabi dalam Pembentukan Akidah Akhlak Anak Tingkat Dasar. *Jurnal Pendidikan Tambusai*, 8(1). <https://doi.org/10.31004/jptam.v8i1.13319>
- Nurseha, A. (2018). Manajemen Pembelajaran Pendidikan Agama Islam Di Sekolah. *An-Nida: Jurnal Pendidikan Islam*, 7(1).
- Nurseha, A. (2022). PENGGUNAAN METODE SOROGAN DALAM MENINGKATKAN KUALITAS BACAAN AL-QUR'AN. *Jurnal Keislaman*, 5(2), 186-195.
- Nurseha, A., Cerlin, A., Rento, A., Suryani, D., & Ratnasari, R. (2023). Nilai-nilai Pendidikan Moral dalam Budaya Dongdang 17-an di Desa Sumpersari Kecamatan Kiarapedes Kabupaten Purwakarta. *Jurnal Pendidikan Tambusai*, 7(3), 21697-21701. <https://doi.org/10.31004/jptam.v7i3.9757>
- Nurseha, A., Hamid, N. F., Antikasari, A., Bisri, S., Fauziyah, N. R. A., & Ananda, C. (2023). Penyuluhan Dampak Pernikahan Usia Dini di MTS Nurul Qur'an Desa Ciracas, Kiarapedes, Purwakarta. *Jurnal Pengabdian Masyarakat Bangsa*, 1(7), 968-972.
- Nurseha, A., & Saputra, A. (2023). Upaya Guru PAI Dalam Mengatasi Kesulitan Belajar Baca Tulis Al-Quran. *Journal of International Multidisciplinary Research*, 1(2), 1062-1073.
- Nurseha, A. (2023). IMPLEMENTASI NILAI-NILAI PENDIDIKAN AKHLAK DALAM AL-QURAN SURAT ALI-IMRAN AYAT 159. *ISEDU: Islamic Education Journal*, 1(1), 91-104.
- Nurseha, A., Permani, D., G. (2023). THE LEVERAGE OF THE POWER OF TWO METHOD IN ENHANCING STUDENTS LEARNING OUTCOME IN AKEEDAH AKHLAK (MORAL THEOLOGY) AT MTS MANBATUL FIKRI CURUGRENDENG. *International Journal of Teaching and Learning (INJOTEL)*, 2(1), 55-70. <https://injotel.org/index.php/12/article/view/48/71>
- PENERAPAN METODE SIMAAN DALAM MENINGKATKAN HAFALAN AL-QUR'AN DI PONPES AR-RAUDHOH KASOMALANG. (2023). *Journal of International Multidisciplinary Research*, 1(2), 180-185. <https://journal.banjaresepacific.com/index.php/jimr/article/view/26>
- Pendidikan, A. P., & Islam, A. (n.d.). *BAB III Pendidikan Agama Islam*. 65-88.
- Rahman, A. A. (2017). Penerapan Pendekatan Realistic Mathematic Education (Rme) Pada Materi Statistika untuk Meningkatkan Pemahaman Konsep dan Prestasi Belajar Siswa. *Genta Mulia*, 8(2), 1-12.
- Rahmat. (2021). KAJIAN PEMBELAJARAN PKn MI / SD. *Kajian Pembelajaran PKn MI*, 1-121.
- Ramdan, T., Wibowo, D. V., & Nurseha, A. (2023). Implikasi Budaya dalam Pendidikan Terhadap Pembentukan Karakter Positif Bagi Siswa MA Al-Ishlah Sagalaherang.

- Jurnal Pendidikan Sultan Agung, 3(2), 92-100.
- Rijal Agustian, Lutfiyanti Nurhidayah, Junita Deviana, & Atep Nurul Qolbi. (2023). Hubungan Kegiatan Rutinitas Keagamaan dan Pendidikan Seks Terhadap Pergaulan Bebas. *PUSTAKA: Jurnal Bahasa Dan Pendidikan*, 4(1), 14–26. <https://doi.org/10.56910/pustaka.v4i1.1048>
- Ruhidyanto, D., Ardilah, N., Nurseha, A., Saputra, A., Riyadhul, S., & Subang, J. (2023). *Upaya Menumbuhkan Kesadaran Masyarakat dalam Menjaga Kebersihan Lingkungan melalui Program Solaba di Desa Gardu Kiarapedes Kabupaten Purwakarta*. 7(2012), 21249–21254.
- Ruhdiyanto, D., Nurseha, A., Maemunah, N., Mulyadi, M., Wahyuni, A. S., Rohaeni, N., & Fadillah, M. (2023). DAMPAK POLA ASUH ANAK AKIBAT KEHADIRAN TENAGA KERJA WANITA DI LUAR NEGERI DI DESA GARDU KECAMATAN KIARAPEDES KABUPATEN PURWAKARTA. *MARAS: Jurnal Penelitian Multidisiplin*, 1(2), 246–254. <https://doi.org/10.60126/maras.v1i2.48>
- Sohim, B., Syah, S., & Hanafiah, H. (2021). Kompetensi Manajemen Kepala Sekolah Dalam Meningkatkan Profesionalisme Guru PAI Di SMP Nurul Ihsan Banjarnegara Kabupaten Subang Jawa Barat. *Jurnal Manajemen Pendidikan Al Hadi*, 1(2), 1-20.
- Zaim, M. (2019). Tujuan Pendidikan Islam Perspektif Al-Qur'an dan Hadits (Isu Dan Strategi Pengembangan Pendidikan Islam). *Jurnal Muslim Heritage*, 4(2), 14. <https://doi.org/10.21154/muslimheritage.v4i2.1766>