


Implementation of Professional Competence of Islamic Religious Education Teachers Towards the Achievement of Teaching Achievement of Grade IV Students of State Elementary School 1 Watiginanda, South Buton Regency

 <https://doi.org/10.31004/jele.v10i4.1084>

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ABSTRACT

This research aims to determine the implementation of the professional competence of Islamic religious education teachers (PAI) on the achievement of learning achievements of grade IV students of State Elementary School 1 Watiginanda, South Buton Regency. Teacher Professional Compensation is one of the important factors that influence PAI subjects which plays a role in shaping the character and spirituality of students. This study uses a qualitative approach with a descriptive type of research. Data collection techniques are carried out through observation, interviews, and documentation. The subjects of the study were PAI teachers and Grade IV students at SDN 1 Watiginda. The data obtained was analyzed qualitatively through the stages of data reduction, data presentation, and conclusion drawn. The results of the study show that the implementation of the professional competencies of PAI teachers at SDN 1 Watiginanda includes mastery of the material, learning strategies, and evaluation of learning outcomes. PAI teachers are able to apply their competencies quite well, which is shown by systematic and interesting planning and implementation of learning. This contributes positively to student learning achievement, which can be seen from increasing the average score of learning outcomes and students' enthusiasm in participating in PAI learning. Conclusion The professional competence of Islamic religious education teachers at SDN Negeri 1 Watiginanda has gone quite well and has had a positive impact on the learning achievement of grade IV students. Teachers who are able to master the material, use the right learning strategies, and conduct evaluations effectively, can improve the quality of learning and student learning outcomes. Therefore, the improvement of teachers' professional competence needs to continue to be carried out through training, supervision, and self-development so that the quality of religious education in elementary schools is more optimal.

Keywords: Professional Competency, PAI Teachers, Learning Performance, Elementary School, South Buton

Article History:

Received 18th June 2025

Accepted 23th July 2025

Published 31th July 2025



INTRODUCTION

Education has a strategic role in shaping the character, personality, and intelligence of students. One of the important aspects in the success of education is the role of teachers, especially in the form of implementing professional competencies. Teachers as educators are not only required to master learning materials, but also have intellectual, personal, social, and professional skills. Among the four competencies, professional competence greatly determines the quality of learning, especially in subjects that have a strategic role such as Islamic education (PAI). Islamic religious education is not only aimed at teaching knowledge, but also to form the noble character and faith of students. Therefore, PAI teachers are required to have a deep understanding of the teaching materials, be able to integrate Islamic values in daily life, and develop interesting and

contextual teaching methods. The professional competence of PAI teachers can be reflected in the mastery of the material, the ability to design teaching, and the skills in evaluating and guiding students effectively.

Student learning achievement is influenced by many factors, one of which is the quality of teachers. Professional teachers will be able to create a conducive learning atmosphere, motivate students, and develop their potential optimally. In this context, it is very important to examine how the implementation of professional competencies of PAI teachers has an impact on student learning achievement, both from the cognitive, affective, and psychomotor aspects.

The observation made by the researcher at SD Negeri 1 Watiginanda that the phenomenon that the researcher has found is an increase in learning achievement experienced by students due to the teacher's willingness to carry out the learning process supported by teachers who have been certified, there are also teachers who have participated in PPG. In addition, there are also teachers who have not been certified but are able to show their professionalism to the tasks given. So, in this study, it focuses on how teachers who have been certified are able to carry out their professional duties.

Regarding student learning achievements related to academic scores at SD Negeri 1 Watiginanda which are fairly high, this can be deducted from grade IV scores, in semester 1 with an average PAI score of 92 and in the second semester it increased with an average score of 94. Based on these facts, the research is interested in finding out more about the professional competence of PAI teachers in improving student learning achievement.

Learning strategies consist of several types, namely 1) direct learning strategies, 2) indirect learning strategies, 3) interactive learning strategies, 4) experiential learning strategies, 5) independent learning strategies. From the explanation above to implement the educational process, Islamic education requires strong preaching considering the current situation. How to keep the process from experiencing internal and external obstacles and obstacles related to the institution or the surrounding environment (Syamsu S, 2011). Strategy is usually related to all the means and forces used to achieve goals in a given situation with the aim of achieving maximum results.

METHODS

The research methods used in this study include observation guidelines, interview guidelines, and documentation. Data collection techniques were carried out o systematic and non-systematic analysis, in-depth interviews using interview guidelines, and documentation by compiling related documents.

In analyzing the data, this study uses an inductive cumulative data analysis technique. The data analysis stage includes data condensation carried out by summarizing, selecting, and simplifying the data obtained, the presentation of data is presented in the form of writing, words, pictures, graphs and tables. The final stage is the verification and withdrawal of conclusions, which is carried out through the interpretation and interpretation of the data collected.

FINDINGS AND DISCUSSION

In this case, discussing and explaining the results of the research, namely the professional competence of Islamic Religious Education teachers in improving learning achievement which includes the role, implementation, and impact of the professional competence of Islamic Religious Education teachers in improving student learning achievement at SD Negeri 1 Watiginanda.

Findings

Implementation of Professional Competencies of PAI Teachers on Learning Achievement in Grade IV Students of SD Negeri 1 Watiginanda

Pai Teacher Professional Competencies include, mastering the materials, structures, concepts, and scientific mindsets that support the subjects taught, the ability to master the core competencies and basic competencies of the lessons that are effective, the ability to develop materials that are effective creatively, the ability to utilize information and communication technology to develop themselves.

Realizing this, of course, it is necessary to prepare a teacher's learning plan such as the preparation of lesson plans which include strategies, methods, and evaluations, so that learning is expected to be interesting and have an impact on students as well as spark a fighting spirit in learning, this is emphasized by the results of an interview with the principal of SD Negeri 1 Watiginada Pak Syamsuddin.

"With a learning plan that is delivered at the beginning of the semester, learning from teachers of cognate subjects is required to create and plan learning tools so that learning in the classroom is more prepared and more effective. For the teacher, the teacher must be able to get around the student's condition such as the soul or other strategies according to the program that has been planned, but will be able to change seeing the situation and conditions so that they can adjust the right strategy or mode in the conditions at that time or when learning takes place, examples such as learning that is carried out outside the classroom but the weather does not support required learning in the classroom, then a teacher must be able to make learning interesting and students can Accepting well so that students are active and students' creativity is still brought out in learning because teachers also play the role of facilitators."

From the results of the above method, together with the principal, the researcher found several implementations used by PAI teachers in carrying out learning, such as 1) designing learning tools, 2) using several learning strategies, 3) paying attention to the condition of students during the learning process.

Related to the interview conducted by the researcher with Islamic Religious Education teachers, the teacher's understanding of the role of professional competence is as stated by Mr. Samarudin that:

"For planning, it refers to the syllabus how the curriculum and syllabus can be achieved so that how we get the material so that it is delivered optimally, then with an effective and efficient learning strategy then what is used with a varied learning motto is not only a discussion of mastery but there are learning models such as games, cards are to vary learning".

From the interviews conducted by the researcher with PAI teachers related to the implementation of PAI teachers' competencies, the researcher found that PAI teachers must, 1) prepare a learning plan, 2) determine the strategy to be used, 3) use various learning methods, 4) conduct evaluations.

From the results of the interview above, it is reinforced by the observation carried out by the researcher where the teacher before learning the teacher prepares the lesson plan and checks the condition of the students. And also strengthened the decommentation that is made in the form of compiling teacher lesson plans to improve student learning achievement, and by compiling a learning tool it will prove that a teacher already has a responsibility to himself as an educator, because one of the educational factors is the figure of a teacher who is able to carry out his roles.

Regarding the implementation of competencies, there will definitely be several obstacles, the obstacles here refer to how a teacher who has professional competencies in applying these competencies well. The obstacles faced by teachers at SDN 1 Wariginand are as conveyed by the principal Syamsuddin.

"For the constraints of children's conditions who may not be ready but in general children can accept the methods and strategies owned by PAI teachers in accordance with their professionals, for the condition of a child can be overcome in general."

The same thing was conveyed by PAI teacher Mr. Samarudin.

"But the obstacle is only in the accommodation because the time because the projector media used by the school is not in accordance with the subject hours so that one hour of using printed books is a lot."

From the results of interviews about obstacles in the implementation of PAI teachers' competencies, penalties found results such as the lack of time allocation owned by a handful of teachers, especially Islam education teachers.

For the employment of professional competencies, evaluation is carried out through supervision and participating in MGMP (Subject Teacher Deliberation). The evaluation is carried out by the principal by supervising PAI teachers. Related to the evaluation of student learning participants, teachers cover the realm that already exists in the core competencies, namely; 1) the conjunctive realm, 2) the effective realm and, 3) the psychomotor realm, this is assessed through cognitive assessment in the learning process.

The Impact of the Implementation of Professional Competence of PAI Teachers on the Achievement of Learning Achievement of Grade IV Students of SD Negeri 1 Watiginanda

For the professional impact of PAI teachers in improving student learning achievement at SD Negeri 1 Watiginanda, it can be suggested after an evaluation or assessment. The statement was strengthened by Mr. Syamsuddin related to the impact of professional competence which stated that.

"The impact of teachers after feeling the impact can be seen from the evaluation held every Wednesday at the beginning of the month, then for the students, each teacher is assessed for assessment using three contive, effective, and psychomotor domains."

With the interview above, the teacher is very influential in learning in the classroom because he is able to manage the classroom well and apply the media well, this was conveyed by students who are Nur atika grade IV.

"The feeling when learning in class is interesting because there is a projector media that displays videos and also practicum what affects your achievements, so far I am motivated from the upperclassmen who are champions, then motivated from myself during more or less running school learning here, what I have got must be able to be proud of my parents, this is who I am now."

In line with what Nur intan said, the ode of class IV loyalists also got it.

"The learning process in this school is nor, al-normal because the teacher can understand, usually also prestention using power paoin, then there are discussions reading chapters and then percentages."

The impact of the professional competence of the PAI government in increasing student learning participation at SD Negeri 1 Watiginanda has a positive impact on students because it causes high enthusiasm in conducting learning in the classroom outside the classroom, thus causing an impact felt by students. As the principal of the school, Mr. Syamsuddin stated that

"The impact of the existence of professional competencies to become enthusiastic students in learning can motivate teachers to learn more to improve their professionalism so that teachers are always improvised in carrying out learning such as good and more varied strategies"

In another interview conducted by the researcher together with the PAI teacher, Mr. Samarudin explained that

"The impact of competence in carrying out learning is better because it is equipped with training, then PPG makes an increase in experience and bias with other teachers."

This means that students at SD Negeri 1 Watiginanda must have enthusiasm in carrying out learning in the classroom outside the classroom because teachers always improve their abilities through training. From the interview with the PAI teacher, gurru must always improvise to create more interesting learning and implement student learning more effectively. As conveyed by PAI teacher Mr. Samarudin.

"The impact of the professional competence of PAI teachers is that students are enthusiastic about giving enthusiasm for learning, not watching, then with that system, the teacher is not too heavy, so if the lecture is one mens show or single show, but with the student learning models are more active and the teacher is lighter, therefore the teacher only needs to assess the attitude, how to discipline the musdidi, the firmness and the attitudes that are needed, the teacher only needs to give the grades"

Discussion

The implementation of the professional competence of Islamic religious education teachers (PAI) is very important in supporting the success of student learning in grade IV of SD Negeri 1 Watiginanda, South Buton Regency. Teachers' professional competencies include the use of learning materials, understanding the characteristics of students, mastering learning strategies, and the ability to manage the classroom. PAI teachers who have good professional competence will be able to design and implement a learning process that is not only informative but also educational and inspiring for students. This has a direct impact on students' understanding of teaching materials and the formation of religious character.

In practice, PAI teachers at the school show the ability to compile learning classes that are in accordance with the curriculum, and are able to adapt learning methods and media to the needs of students. Teachers use a textual and fun approach, such as group discussions, Islamic stories, and mastery of visual media to attract students' interest. Good mastery of the material also allows teachers to answer students' statements appropriately, guiding them to understand religious values in depth. This helps students absorb the material more effectively.

Furthermore, the professional competence of teachers is also reflected in their ability to evaluate student learning outcomes objectively and continuously. Teachers not only rely on written exams, but also observations of students' behavior, their involvement in religious activities at school, and their ability to explain religious values in daily life. This thorough evaluation provides a real picture of a student's learning progress not only academically, but also morally and spiritually.

The impact of the implementation of this professional competence is evident from improving student learning achievement in grade IV. Students become more active in following lessons, focusing their enthusiasm in religious activities such as congregational sahalat and memorizing prayers, and obtaining good grades in the PAI ijin. In addition, the increase in religious attitudes and social behavior of students is another indicator that PAI learning has been running effectively thanks to the professionalism of the teachers who teach.

CONCLUSION

The results of the research carried out, the implementation of the professional competence of Islamic Religious Education (PAI) teachers at SD Negeri 1 Watiginanda, South Buton Regency showed a significant influence on the achievement of learning achievements of grade IV students.

PAI teachers have shown good mastery of material, ability to design learning that suits student characteristics, and the use of varied methods and media. This has a positive impact on student learning motivation, active involvement in the learning process, and improved learning evaluation results. In addition, the successful implementation of teachers' professional competencies is also supported by external factors such as a conducive school environment, the support of the principal, and the involvement of students' parents. Although there are still obstacles such as limited learning facilities and limited learning time, overall the professional competence of PAI teachers has contributed to improving the quality of learning and student achievement. Therefore, the sustainable development of teacher competencies is very important to continue to encourage the progress of education, especially in the field of Islamic Religious Education.

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