Pedagogical competence of Akidah Akhlak teachers in instilling the values of tawhid

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Article Info

ABSTRACT

The purpose of this study was to describe the pedagogical competence of akidah moral teachers in instilling the values of monotheism in MAN throughout Bengkulu Province and to describe the learning outcomes of students on the material of monotheism values in MAN throughout Bengkulu Province. The descriptive method with a qualitative case study approach is in accordance with this research. Participants in the study totaled 24 people consisting of school principals and teachers from 10 madrasahs. From the research, it was found that the competence of teachers in instilling the values of monotheism in Akidah Akhlak subjects was influenced by various factors including teacher educational background, learning culture in schools, and support from the school affected the integrity of teachers in teaching.

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Introduction

Ideally, a teacher is required to be a professional (Fitriani et al., 2017). Professional teachers are the determining factor in the quality education process. A professional teacher means being able to play a role in educating, providing teaching, making efforts to guide, provide direction, provide training and assessment, and evaluate students by using various skills and life skills that meet certain quality standards or norms (A. J. Firman et al., 2022; Sumardi., 2016). Professional teachers must read a lot of literature to increase their knowledge related to their work(Sari, Abd Razak, dan Halili, 2022). Teachers play a role in shaping the quality of Human Resources (HR) in the future.To support this, qualified teachers are also needed. One way to improve the quality of teachers is to improve their abilities. Teachers must also be able to carry out various learning activities and create an interesting and fun learning environment. Through efforts to release the world of education from the shackles of conventional learning models. The presence of quality teachers is a necessity. In the era of the industrial revolution 4.0, teachers should have skills in digital literacy and information technology literacy in an effort to optimize learning outcomes.

A teacher needs to master pedagogic competence, because in essence pedagogic competence is the teacher's skills in managing the teaching and learning process for students. With pedagogic competence, it is intended that a teacher must have the skills, skills, and art to create a comfortable and pleasant atmosphere when the learning process takes place in the classroom.

Competence is the ability to meet complex demands by describing and mobilizing psychosocial resources (skills and attitudes) in a particular context. Pedagogical competence is one of the four competencies that teachers must possess. In this pedagogical competence, teachers need to understand students and how to give

them proper teaching. "Professional teachers are teachers who have a set of competencies (knowledge, skills, and behaviors) that must be possessed, internalized, and mastered by teachers in carrying out their professional duties"(Sa'ud, 2013).

Entering 21st century learning, demands significant changes to the learning process, including changes in the roles and tasks performed by teachers. 21st century teachers teach based on professional teaching standards to ensure the quality of learning and are able to use technology effectively. Teachers who have pedagogical competence will be able to manage learning well, to ensure that the teaching and learning process takes place efficiently and that the expected goals are achieved.

The reality is that in the learning process it is still found that the teaching carried out by the teacher takes place ineffectively and raises the existence of miss-understanding in the students. A teacher must always look for ways so that the teaching and learning process can produce results in accordance with the goals that have been set, for that teachers should use the most effective teaching methods, and use the best tools or media(Sudjana & Rivai, 2013).We can analyze that if in fact all teachers fall into the category of competence mentioned above, the low quality of education in this country will not occur. This is where a critical study is needed, why should teachers, especially religious and moral teachers, be skilled and competent in learning, but in reality they are not.

This is significant with the quality of education in Indonesia which is still far from adequate, the quality of teachers is still problematic. The results of the Teacher Competency Test (UKG) in 2019, especially in Bengkulu province for pedagogic competencies which are the main competencies of teachers, the average value is still below the standard value of 75. With details Bengkulu City 50.92, North Bengkulu 50.89, Rejang Lebong 55.60, South Bengkulu 54.47, Muko-muko 55.45, Kepahyang 55.97, Lebong 55.75, Kaur 52.12, Seluma 52.10, and Bengkulu Tengah 54.37 (Kemdikbud, 2019).

This phenomenon makes learning that should be centered on students according to the 2013 curriculum, does not materialize. Consequently, students will always passively wait for knowledge from the teacher, while in the law on teachers and lecturers, it is stated that teachers are facilitators, motivators, and learning agents who inspire students to learn.

In the moral creed there is material about the basics of faith in Allah SWT and other monotheistic values. The creed material emphasizes the ability to understand and maintain the right faith/belief, to live and practice the values contained in the name of Allah SWT. Moral material prepares students for adherence to Islamic morals and ethics and their practical application in everyday life. The moral material emphasizes the practice of practicing commendable morals (ahlakul mahmumah) and avoiding despicable morals (ahlakul mazmumah) in everyday life. Morality studies the relationship between humans and God, humans and humans, and humans and the universe(Luthan, 2012; Syukur, 2020).Morals are a part of character or action deep in the human soul where the action appears easily and easily without thinking, which is done repeatedly so that it becomes a habit or habit and that behavior may lead to positive actions or negative actions that are not profitable(Harimulyo, M. Syamsi, Benny Prasetiya, 2021; Mujayyanah, Fauziyah, B. Prasetiya, 2021; P. Prasetiya, 2018).

This moral aqidah material is important so that students have complete knowledge and understanding of faith, and are able to realize the values of their faith in life. The purpose of learning the moral aqidah is the implementation of hablumminallah and hablum minannas in a good and balanced manner. The creed material should not be presented only in terms of theological dimensions, but the creed material should be delivered by touching the social dimension of humanity. The material of faith is not only in the cognitive realm, but must be realized personally and socially.

Faith material is often considered abstract because it is related to ghaibiyat, so educators are required to be able to present learning by expressing arguments and empirical validity for students. Teachers must have the ability to relate creed material to concrete experiences of life, and to make material that is considered abstract to be more concrete and operational.

Faith material cannot only be delivered in the same way as other materials, because the abstract nature of faith material requires teachers to innovate and be creative so that the material really touches students' affectiveness. However, in the field, there are many teachers of faith who are only limited to fulfilling their teaching obligations without being followed by awareness and responsibility whether or not the learning objectives will be achieved, such as material belief in the existence of heaven and hell, belief in angels and their duties, etc.

This research is considered important to do because it can provide a significant contribution in the development of learning theory of moral aqidah. Where so far the progress of learning development is still

dominated by general subjects such as science, Indonesian, mathematics, etc. While the development of moral aqidah learning is still minimal, it still requires continuous research. Most of the existing studies on the aspect of aqidah-moral focus on the aspect of morality alone have not discussed the aspect of aqidah(Ahmad et al., 2018; Batubara, 2017; Bulu' & Nuryani, 2019; Latipah et al., 2022; Nurlaila, 2020; Ridwan et al., 2021; Wafi & Wasil, 2020).

In contrast to the research above, this study focuses on the ability of teachers to instill the values of monotheism in the material of faith to become concrete in the lives of students. Among all scopes of Islamic studies, moral aqidah is a subject that should be the basis for all subjects, because faith is an important point and starting point for students to practice all lessons. From good faith, good morals will also emerge, and good morals will also be good in student practice as a result of understanding the subject matter. Innovation in religious learning, especially moral aqidah, is still lacking. This is closely related to the pedagogic competence of a teacher. This research is important because the moral aqidah teacher must deliver material that touches the affective domain a lot, so pedagogic competence becomes very important in delivering the material. The study will be carried out at Madrasah Aliyah Negeri (MAN) throughout Bengkulu Province which aims to see the pedagogical competence of teachers of Islamic faith in instilling the values of monotheism in students.

Methods

Approach
This study uses a descriptive method with a case study qualitative approach. Descriptive method is a method in examining the status of a group of people, an object, a set of conditions, a system of thought, or a class of events in the present. The purpose of descriptive research is to make a systematic, factual and accurate description, picture, or painting of the facts, characteristics and relationships between the phenomena being investigated.

A case study is a series of scientific activities carried out intensively, in detail and in depth about a program, event, and activity, either at the individual level, a group of people, institutions, or organizations to gain in-depth knowledge about the event. Usually, the selected events, hereinafter referred to as cases, are actual, ongoing, not past events (Bungin, 2015; Creswell, 2014).

Location
The research was carried out on 30 May to 21 June 2022. This research activity was carried out in MAN throughout Bengkulu Province. The MANs in Bengkulu Province are spread over 9 regencies and 1 regencies/municipalities with a total of 14 MANs. Each district consists of 1-2 Madrasah Aliyah Negeri, but considering the time and location of the study, not all locations can be reached, the researchers determined that each district took one MAN as the research sample.

Subject
The subjects of this study were teachers and principals from 10 MANs in Bengkulu Province, consist of:

No	Regencys	Schools	Subject
1.	Seluma	MAN Seluma	IS and Sj
2.	Bengkulu Selatan	MAN Manna	SZ and AR
3.	Kaur	MAN Kaur	MF and Nt
4.	Rejang Lebong	MAN Curup	Yz, RM, and Ag
5.	Kepahyang	MAN 1 Kepahyang	AM and SR
6.	Kota Bengkulu	MAN 1 Kota Bengkulu	FAA, Nd and Ty
		MAN 2 Kota Bengkulu	LH, MS and IR
7	Moko-Muko	MAN Mukomuko	Nsy and Aln
8.	Bengkulu Utara	MAN Argamakmur	JS and MBMA
9.	Bengkulu Tengah	MAN IC	MA
10.	Lebong	MAN Lebong	Wdy and St

The resource persons in this study were the principal and teachers of Akidah Akhlak at the research site. This research activity started from a research meeting held by LPPM UIN FAS Bengkulu in February 2022 which was attended by all researchers who had been assigned to the Decree of the Chancellor of UIN FAS Bengkulu Number: 0097 concerning Nominees for Research, Community Service and Scientific Publications of UIN FAS Bengkulu in 2022. The meeting was attended by resource persons, namely the head of the SPI

and the finance department of UIN FAS Bengkulu who explained matters relating to the implementation of research, especially technical research finance. After that, the researcher made preparations for departure to 9 Regencies and 1 City District in Bengkulu Province, starting with the management of the SPPD, arranging research cover letters from UIN FAS Bengkulu, preparing interview instrument sheets, and questionnaires.

The research team started their research by leaving on March 15-16 to MAN 1 Bengkulu City, which is located on Jl. Cimanuk. Then on March 17-18 the team headed to MAN Rejang Lebong which is located in Talang Rimbo Baru Village Curup Tengah. On March 21-22 the team headed to MAN 2 Bengkulu City which is located on Jl. Fatmawati Soekarno Airport, continued to depart for MAN Lebong on March 23-24 which is located in Kampung Jawa Village. Then on March 25 the team departed for MAN Seluma which is located on Jl. Raya Bengkulu-Tais KM 44, Lubuk Sandi District, then on March 28-29 the team headed for MAN Manna which is located on Jl. P. Duayu No. 3 Sialang Fields. On March 30-31 the team headed to MAN Kaur which is located in Jembatan 2 Village and on May 10-13 the team headed to MAN Argamakmur which is located on Jl. Dr. AK. Ghani Argamakmur. On May 17-18 the team headed to MAN Benteng which is located in Renah Lebar Village, then on May 19-20 the team headed to MAN Mukomuko which is located in Pulai Payung Village, Ipuh District. Finally the research team headed to MAN Kepahyang which is located on Jl. Ki Agus Hasan Youth Gang, Pasar Ujung Village.

On the visit of the two teams to MAN Seluma on 30-31 May, on 02-03 June to MAN Manna, on 06-07 June to MAN Kaur, on 09-10 June to MAN Argamakmur, on 11 June to MAN Bengkulu City, on June 13-14 to MAN Mukomuko, on June 16-17 to MAN Kepahyang, on June 20-21 to MAN Curup, on June 22-23 to MAN Lebong and on June 24 to Benteng MAN.

Armed with a letter of assignment and a letter of introduction for research permits from UIN FAS Bengkulu, the researcher was well received by the Head of MAN and the Akidah Akhlak teacher and asked for permission to carry out research. After obtaining data from direct interviews from the aqidah akhlaq teacher, the researcher conveyed that in addition to the interview data the researcher hopes that the aqidah akhlaq teacher can fill out a questionnaire via the Google Form that we have prepared.

Data Collection Technique
Interview
According to Esterberg, an interview is a meeting of two people to exchange information and ideas through question and answer, so that meaning can be constructed in a particular topic(Sugiyono, 2012). The interview method or interview is the process of obtaining research objectives by means of question and answer while face to face between the interviewer and the respondent or the person being interviewed.

The form of interview used is directed interview, directed interview is carried out freely, but this freedom is inseparable from the subject matter that will be asked to the respondent and has been prepared by the interviewer. In this study, researchers collected data with semistructured interviews to all informants, this type of interview was included in the in-depth interview category where the implementation was more free when compared to structured interviews. The purpose of this type of interview is to find problems more openly, where the parties invited to the interview are asked for their opinions and ideas. In conducting interviews, researchers need to listen carefully and take notes on what the informants say(Sugiyono, 2012).

The indicators used in compiling the interview guidelines are: 1) understanding of students and understanding of educational insights/foundations, eg: Mr/Mrs teacher understands the intelligence of students in the field of study that you are capable of? Tell?; 2) Learning Planning, eg: Do you think that the teacher making lesson plans is an activity that is not important? Why?; 3) Implementation of Learning and Utilization of Learning Technology, eg: Before starting learning, is there a question and answer process with students? Why?; 4) Evaluation of Learning Outcomes, eg: Do you evaluate the teacher at the end of each lesson? Why?; 5) Development of Student Potential, eg: How do you motivate students' learning skills?; 6) Curriculum/Syllabus Development, eg: In your opinion, is it important for an innovation in the delivery of subject matter? Why? What innovations have you made?

The recorded interview results are called raw data. This raw data still needs to be processed so that it is considered clean from disturbing things, for example: wrong notes, wrong codes, and so on. Data processing is a process to obtain data from a group of raw data by using certain formulas.

Questionnaire
Sugiyono (2014)states that "questionnaire is a data collection technique which is done by giving a set of questions or written statements to respondents to answer". Questionnaire or questionnaire is a data collection technique used by researchers to be able to reveal data from each variable. This technique is a number of written statements that are used to obtain information from respondents, in the sense of reporting on the

opinions of things they know. The type of questionnaire used in this study is a closed questionnaire. The goal is for respondents to focus more on research and what is being studied because the answers are already available.

Results and Discussions

Cultivating the Values of Tawhid

The competence of teachers of aqidah and morality in instilling the values of monotheism can be seen from the ability of teachers to determine various approaches, strategies, methods, and learning techniques that educate creatively according to learning objectives. The teacher is able to adapt the learning method to the characteristics of the subject matter, especially the creed material. The teacher introduces monotheism and belief to students so that students can easily learn Islamic values.The following are the results of interviews and filling out the instruments that we obtained from the aqidah moral teacher:

The competence of Akidah Akhlak teachers in learning management to instill the values of monotheism in the Akidah material at MAN Seluma.
Faith material is a very important basic education that must be instilled in children. Includes the introduction of monotheism, belief in the oneness of Allah SWT. and the example of the Prophet Muhammad. Likewise with moral education, which will determine how children behave and behave in social life. Forming personal politeness and piety through moral education.Teachers of moral aqidah in instilling the values of monotheism in students by forming students' mindsets to realize that Allah is always with them in every step of their lives by relating it to what they do everyday.

The competence of the Akhlak teacher of class XI in learning management to instill the values of monotheism in the Akidah material at MAN Manna.
Studying religion is one of the important foundations for children to live more calmly and well. Teachers teach the meaning of monotheism means teaching about the oneness of Allah SWT. It's not easy to teach students about something they can't see.The teacher of moral aqidah in instilling the values of monotheism in students by using the lecture method the teacher introduces the concept of monotheism, supported by examples that link the existence of God in every student activity and invites students to carry out worship and depend on Allah SWT for their lives.

The competence of the Akhlak teacher of class XI in learning management to instill the values of monotheism in the Akidah material at MAN Kaur
Tawhid is part of a Muslim's belief in Allah SWT. If a person's monotheism is true, then his religion is also good. Vice versa, if his monotheism is wrong then his understanding of Islamic teachings is also wrong. Tawhid education must be a top priority in providing education to students. All activities of life must exist and remain within the frame of monotheism.The teacher of faith in instilling the values of monotheism is by habituation of worship and providing an understanding of the worship that they must do, so that not only do it but students also know why they have to do that worship.

The competence of the Akhlak teacher of class XI in learning management to instill the values of monotheism in the Akidah material at MAN Bengkulu Utara
The creed teacher in instilling the values of monotheism uses 4 approaches in learning, using stories of the Prophet, the Prophet and the Companions who can serve as role models for students, showing how the Prophets and Apostles maintain and increase their faith. Teachers also make themselves role models for students.

The competence of the Akhlak teacher of class XI in learning management to instill the values of monotheism in the Akidah material in MAN 1 and MAN 2 Bengkulu City
Instilling the values of monotheism in students must be fought for continuously. Like planting a seed, it must be watered every day so that it grows well and strong. Allah has provided students with the nature of faith that makes it easier for us as teachers to direct and guide that nature.When students truly believe that only Allah must be worshiped, then the belief will be born that everything that exists in nature is Allah's creation and will return to Allah. So that this will have an impact on changes in student attitudes and behavior. True faith will lead people to do what is right. Through analogies, stories, wisdom and dialogue, creed teachers form a strong foundation of faith and can shape students' noble behavior.

The competence of the Akhlak teacher for class XI in learning management to instill the values of monotheism in the Akidah material at MAN Muko-muko.

Instilling faith in Allah must be taught or instilled before teaching morals. Faith is a foundation in Islam. Teachers in instilling the values of monotheism by opening students' thinking discourse, dialogue with students and explaining verses of the Qur'an and hadith related to the material being discussed.

The competence of the Akhlak teacher for class XI in learning management to instill the values of monotheism in the Akidah material at MAN Kepahyang.

Teaching creed material to State Madrasah Aliyah students is not as easy as when we teach creed to early childhood. Students in high school have reached the age of adolescence, their thinking patterns are also high, so the material is not only conveyed in words and cannot be taken for granted, what we convey related to aqidah material must enter into their logic because they have started think broadly.

The ability of the Akhlak teacher of class XI in learning management to instill the values of monotheism in the Akidah material at MAN Rejang Lebong.

In the learning process the teacher uses analogy methods such as likening life to the condition of a class with CCTV. Furthermore, the teacher relates the creed material with the material of fiqh, interpretation and the Koran in learning. As a teacher, you must be a good role model for students. Students are also given rewards to increase motivation in learning morals.

The ability of the Akhlak teacher of class XI in learning management to instill the values of monotheism in the Akidah material at MAN Lebong.

The values of monotheism contained in the creed material are conveyed by the creed teacher using the question-and-answer method, discussion and analogy. The teacher begins with questions and answers about students' lives related to faith, then invites students in the class to discuss it, then make an analogy with the things they find in real life.

The ability of the Akhlak teacher of class XI in learning management to instill the values of monotheism in the Akidah material at MAN Bengkulu Tengah.

The material about monotheism will always be the same, but the methods, approaches and tools used to convey the material must be adapted to the times. Instilling the values of monotheism is integrated in learning activities by presenting learning with Islamic nuances. Instilling the values of monotheism is not only taught formally and normatively through lessons on moral aqidah, but teachers in other subjects also work together to create Islamic nuanced learning(Anwar, 2015; Elawati & Ainiyah, 2021; Manshur, 2020; Mansur, 2021; Masithoh, 2020; Muhtifah et al., 2022; Nasir et al., 2021; D. A. Sari & Yusuf, 2020; Saud et al., 2022; Sauri et al., 2021; Sinaga et al., 2020).

Learning Outcomes in Students' Akhlak Aqeedah Subjects Related to Cultivating Tawhid Values

In instilling the values of monotheism in students, teachers of moral creed introduce and give an understanding that monotheism is very important and becomes the main foundation of every Muslim before carrying out the obligations of worship that have been set. To strengthen the students' understanding of monotheism, in teaching creed material the teacher includes the story of the Prophet & his companions. The teacher also gives and becomes an example to the students. This is also reinforced by habituation, such as carrying out the Duha prayer, and reading short letters of the Koran(Azizah & Dinihari, 2020).

However, in its application, there are several obstacles faced by moral aqidah teachers, such as the number of students who still do not understand about obligations due to several factors, both from the family and the surrounding environment(Kurdi & Afif, 2021; Mardiyansyah et al., 2022; M. Sari et al., 2022), as well as from previous schools that did not emphasize religion. The same thing was also found by Nudin et al. (2020) in his research entitled "Building Islamic Character Education in Basic Learning" which revealed that "religious knowledge is limited to knowledge, but it is not practiced in everyday life. For this reason, the morals of students gradually become low".Umam's research (2022) is in line with the findings in this study which revealed that "Inhibition in the formation of noble moral character, especially through the education of aqidah morality in Madrasah Aliyah TBS Kudus. are: …control over students outside of learning is quite difficult. e) Visual and audio-visual factors…".

To overcome these obstacles, the efforts made by the moral aqidah teachers try as hard as possible to invite students to explore monotheism to be better. The teacher also tries to create a religious environment for students, and invites parents to participate in supervising their children in daily life, especially in worship. The teacher also calls students to find out the obstacles and problems so that solutions can be found(Surahman, 2022).

The learning outcomes of students in inculcating the values of monotheism with some of these methods are already good. The teacher's methods and ways of instilling the value of monotheism in students through analogies, inspirational stories, habituation, dialogue and rewards, make student learning outcomes better and

increase. The results of this study are in line with the research conducted by Saputra (2019), which revealed that "…(1) there were several steps in the learning process carried out by the teachers, i.e. preparing lesson plans, delivering subjects consisting of two aspects: firstly varied teaching methods and secondly varied learning media, conducting an assessment of learning outcomes, and performing follow-up efforts through individual approaches to deal with problematic students, and (2)…". This study are in line with the research conducted by(Firman & Anam, 2021), which revealed that (1) the integration of curriculum, (2) … mosques, dormitories, and madrasah in the educational process, (3) … qudwah (role model) from elders, community leaders, alumni, and seniors, (4) … support of the government and the local community.

Conclusions

After the research was conducted, it can be concluded that the competence of Akidah Akhlak teachers in instilling the values of monotheism is influenced by various factors. The findings of the study indicate that the educational background of teachers, learning culture in schools, support from the school affects the integrity of teachers in teaching. Especially in the matter of creed which in its delivery is not as easy as the material of morality. Teachers who have high integrity use various ways through various methods, approaches, or techniques so that abstract creed material can be understood well by students. In general, some Akhlak Akidah teachers deliver creed material with conventional methods, namely lectures. Although through the lecture method the teacher uses a more in-depth approach such as opening up students' thinking about their daily lives, honing students' logic to think more deeply or trying to have a dialogue with students discussing the problems they face on a daily basis associated with the belief in the existence of students. God to solve this problem. Some Akidah teachers use various methods and approaches that are applicable in instilling the values of monotheism and always relate them to the Koran and Hadith so that the increase in students' faith can be seen from some of the habits required by the teacher. The analogy method, inspirational/constructive stories, wisdom, habituation, logical dialogue, and rewards are alternatives offered by Akhlak Akidah teachers in instilling the values of monotheism. With these applicable methods and approaches, the values of monotheism can be properly instilled in students, so that student learning outcomes can increase.

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