



Analysis of the Pedagogic Competency of Islamic Religious Education Teachers in Improving the Quality of Learning at SMP Negeri 2 Labuan

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ABSTRACT

This research is motivated by the importance of pedagogic competence of Islamic Religious Education teachers in improving the quality of learning in schools. Teachers' pedagogic competence has a great influence on the learning process because it is related to the teacher's ability to understand students, plan learning, carry out learning, and evaluate learning. This study aims to determine the pedagogic competence of Islamic Religious Education teachers and teachers' efforts in improving the quality of learning at SMP Negeri 2 Labuan. This study uses a qualitative approach with a descriptive type of research. Data collection techniques are carried out through observation, interviews, and documentation. The research informants consisted of school principals, Islamic Religious Education teachers, and students. Data is analyzed through data reduction, data presentation, and conclusion drawn. The results of the study show that the pedagogic competence of Islamic Religious Education teachers at SMP Negeri 2 Labuan is quite good. This can be seen from the teacher's ability to understand the characteristics of students, prepare learning plans, use varied learning methods, and manage learning actively and communicatively. Teachers also use simple language and relate the material to the students' daily lives to make it easier to understand. In addition, teachers make various efforts to improve the quality of learning, such as compiling lesson plans, using lecture methods, questions and answers, discussions, and direct practice, and providing motivation to students. However, there are still several obstacles, such as the limitation of learning media and the lack of activeness of some students in the learning process. The conclusion of this study is that the pedagogic competence of Islamic Religious Education teachers has an important role in improving the quality of learning at SMP Negeri 2 Labuan. Good pedagogic competence helps teachers create more active, effective, and meaningful learning for students.

1. Introduction

The learning process at school is one of the important factors in determining the success of students in acquiring knowledge, attitudes, and skills. Effective learning is not only determined by the material taught, but also influenced by the teacher's ability to manage teaching and learning activities in the classroom (Nashir & Salenda, 2020). Teachers have the responsibility to create an active, interesting, and easy-to-understand learning atmosphere for students so that learning goals can be achieved properly (Ananda, 2022). In learning activities, teachers not only play the role of material presenters, but also as guides and facilitators who help students understand lessons according to their abilities and characteristics (Zulkarnain, 2023). Therefore, a teacher is required to have adequate competence, especially pedagogic competence. Pedagogic competence is the teacher's ability to understand the

character of students, prepare learning plans, carry out the learning process, choose the right method, and evaluate student learning outcomes (Menganti, 2023). These abilities are very necessary so that the learning process can run effectively and in a directed manner. In Islamic Religious Education (PAI) learning, teachers' pedagogic competence has a very important position because PAI learning is not only oriented to mastering religious materials, but also related to the formation of attitudes, characters, and behaviors of students in accordance with Islamic values (Satrianawat, 2022). Islamic Religious Education teachers are required to be able to deliver material in a way that is easy to understand and able to connect learning materials with students' daily lives so that learning becomes more meaningful (Manik et al., 2023).

However, in its implementation, the learning process of Islamic Religious Education still faces various obstacles. Learning sometimes still takes place in monotony because of the use of less varied methods so that students become less active during teaching and learning activities (Shaleh, 2024). In addition, the different abilities of students, the limitations of learning media, and the lack of student involvement in the learning process are also challenges for teachers in improving the quality of learning. To overcome these conditions, Islamic Religious Education teachers need to have good pedagogic skills in order to be able to adapt learning methods and strategies to the needs of students (Uswatun Hasanah, 2022). The use of varied learning methods such as lectures, questions and answers, group discussions, and hands-on practice can help increase students' activeness in learning. In addition, the use of simple language and the provision of examples related to daily life can make it easier for students to understand the subject matter (Oktapiantika, 2022).

SMP Negeri 2 Labuan is one of the schools that continues to strive to improve the quality of Islamic Religious Education learning. Based on the results of the initial observations made by the author, Islamic Religious Education teachers at the school have tried to carry out learning actively through the use of varied learning methods and approaches that adapt to the conditions of students. Teachers also try to create a comfortable learning atmosphere so that students can more easily understand the material being taught. However, in its implementation, there are still several obstacles, such as limited use of learning media and there are still students who are less active in learning activities. This condition shows that teachers' pedagogic competence has an important role in improving the quality of Islamic Religious Education learning in schools. Teachers who have good pedagogic competence will be better able to manage learning effectively, create a conducive learning atmosphere, and increase student involvement in the learning process. Thus, the quality of learning in Islamic Religious Education can be improved and learning goals can be achieved more optimally.

Based on this description, the author is interested in conducting a research entitled "Analysis of the Pedagogic Competency of Islamic Religious Education Teachers in Improving the Quality of Learning at SMP Negeri 2 Labuan." This study aims to determine the pedagogic competence of Islamic Religious Education teachers and the efforts made by teachers in improving the quality of Islamic Religious Education learning at SMP Negeri 2 Labuan.

2. Literature Review

2.1 Pedagogic Competence of Islamic Religious Education Teachers

Pedagogic competence is one of the competencies that a teacher must have in carrying out his professional duties as an educator. Pedagogic competence is related to the teacher's ability to understand the characteristics of students, plan learning, carry out the learning process, evaluate learning, and develop students' potential optimally. In the world of education, pedagogic competence has a very important role because it is the basis for teachers to create an effective, active, and meaningful learning process for students. Teachers who have good pedagogic competence will be better able to manage the learning process according to the needs and characteristics of students so that learning goals can be achieved optimally. Islamic Religious Education teachers are not only required to master the teaching material, but must also have good pedagogic skills in order to be able to deliver the material effectively and interestingly. In Islamic Religious Education learning, teachers have a great responsibility in shaping students' religious knowledge, attitudes, and behaviors. Therefore, Islamic Religious Education teachers must be able to understand the condition of students, choose the right learning methods, and create a learning atmosphere that can increase students' motivation and involvement in teaching and learning activities (Saputra, 2022).

The pedagogic competence of Islamic Religious Education teachers includes several important aspects. One of them is the ability to understand the characteristics of students. Each student has different abilities, interests, and learning styles, so teachers need to adjust their learning strategies so that all students can follow learning well. In addition, teachers must also be able to design learning systematically through the preparation of learning tools such as Learning Implementation Plans (RPP), determination of learning objectives, selection of learning methods, and the use of appropriate learning media. In the implementation of learning, the pedagogic competence of teachers is also seen from the teacher's ability to manage the classroom and use various learning methods. The use of the right learning methods can help increase students' attention, motivation, and activeness in the learning process. Islamic Religious Education teachers need to use non-monotonous learning methods so that students do not feel bored during learning. In addition to the lecture method, teachers can use question and answer methods, group discussions, demonstrations, and hands-on practice to make learning more interesting and meaningful for students. In addition, pedagogic competence is also related to the teacher's ability to evaluate learning. Learning evaluation aims to determine the level of students' understanding of the material that has been studied and becomes a consideration for teachers in improving the learning process. Teachers who have good pedagogic competence will be able to evaluate objectively and continuously so that the learning development of students can be clearly known. In Islamic Religious Education, the pedagogic competence of teachers has a great influence on the success of learning. Teachers are not only tasked with delivering religious materials, but also role models in instilling Islamic values in students (Arifudin, 2023). Therefore, the pedagogic competence of Islamic Religious Education teachers is indispensable to create effective learning and be able to shape the religious character of students. Thus, pedagogic competence can be understood as a basic ability that teachers must have in managing learning so that the educational process runs optimally and learning goals can be achieved properly.

2.2 The Quality of Islamic Religious Education

Learning quality is the level of success of the learning process in achieving the educational goals that have been set. Quality learning is characterized by the creation of an active, effective, fun learning atmosphere, and able to improve students' understanding and skills. In the learning process, quality is not only measured by the learning outcomes of students, but also by how the learning process takes place, the involvement of students in learning, and the ability of teachers to manage the classroom and deliver learning materials. Islamic Religious Education Learning has a goal that not only focuses on the mastery of religious knowledge, but also on the formation of attitudes, characters, and behaviors of students in accordance with the values of Islamic teachings. Therefore, the quality of learning in Islamic Religious Education is not only measured from the cognitive aspect, but also from the affective and psychomotor aspects of students. Quality Islamic Religious Education learning is able to help students understand Islamic teachings correctly and encourage them to practice these values in their daily lives (Nur et al., 2024).

The quality of learning in Islamic Religious Education is greatly influenced by the teacher's ability to manage the learning process. Teachers who are professional and have good pedagogic competence will be better able to create active and meaningful learning. Teachers need to use learning strategies and methods that are in accordance with the characteristics of students so that learning does not take place in a monotonous manner. The use of varied learning methods can increase students' interest and motivation to learn so that they are more active in participating in learning (Nurfadillah, 2023). In addition to the use of learning methods, the quality of learning is also influenced by the teacher's ability to use learning media. Learning media can help students understand the material more easily because the material is delivered in a more interesting and concrete way. In Islamic Religious Education learning, learning media can be in the form of pictures, videos, presentations, or direct practice related to learning materials. The right use of media can make the learning process more interactive and fun for students.

The quality of Islamic Religious Education learning can also be seen from the involvement of students during the learning process. Students who are active in asking questions, discussing, and expressing opinions show that learning runs effectively. Therefore, teachers need to create a comfortable learning atmosphere so that students feel confident to participate in learning activities. In addition, teachers also need to motivate students so that they have a high enthusiasm for learning. In improving the quality of learning Islamic Religious Education, support from the school environment is also very important. The provision of adequate learning facilities and infrastructure can help teachers carry out learning more optimally. In addition, cooperation between teachers, principals, and parents of students is also a supporting factor in creating quality learning. Thus, the learning quality of Islamic Religious Education can be

understood as a learning condition that is able to create an effective, active, and meaningful learning process so that learning goals can be achieved optimally and are able to shape the religious character of students.

2.3 Efforts of Islamic Religious Education Teachers in Improving the Quality of Learning

Islamic Religious Education teachers have a very important role in improving the quality of learning in schools. Teachers not only function as conveyors of learning materials, but also as guides, motivators, facilitators, and role models for students. Therefore, teachers need to make various efforts so that the learning process of Islamic Religious Education can run effectively and be able to improve the understanding and practice of Islamic values of students in daily life. One of the efforts that teachers can make in improving the quality of learning is through careful learning planning. Learning planning is a very important first step because it is a guideline for teachers in carrying out the learning process. Teachers need to prepare a Learning Implementation Plan (RPP), determine learning objectives, choose appropriate learning methods, and prepare learning media that supports the teaching and learning process. With good planning, learning can take place in a more systematic and directed manner. In addition to learning planning, teachers also need to use varied learning methods so that students do not feel bored during learning. The use of the lecture method can be combined with question and answer methods, group discussions, demonstrations, and direct practice according to the material taught. A variety of learning methods can help increase students' attention and involvement in learning activities. Students will be more active in asking questions, discussing, and expressing opinions when learning takes place in an interesting and communicative manner (Bachtiar & Wirasandika, 2024).

Another effort that can be made by Islamic Religious Education teachers is to use language that is simple and easy for students to understand. The use of language that is in accordance with the level of understanding of students is very important so that learning materials can be well received. In addition, teachers also need to relate learning materials to students' daily lives so that learning becomes more meaningful and easy to apply in real life. In Islamic Religious Education learning, the association of material with daily life can help students understand the importance of applying Islamic values in their daily behavior. Teachers also need to provide learning motivation to students so that they are more enthusiastic in participating in learning. Learning motivation has a great influence on learning success because students who have high motivation tend to be more active and serious in learning. Teachers can provide motivation through advice, rewards, and create a comfortable and fun learning atmosphere. Thus, students will feel more confident and not afraid to ask questions or express opinions during the learning process. In addition, Islamic Religious Education teachers also need to continue to improve their professional and pedagogic competence through various self-development activities such as training, seminars, and Subject Teacher Deliberations (MGMP). Improving teacher competence is very important so that teachers are able to keep up with educational developments and implement more innovative learning strategies. Teachers who continue to develop their abilities will be better able to create quality learning that is in accordance with the needs of students.

Based on this explanation, it can be understood that the efforts of Islamic Religious Education teachers in improving the quality of learning are closely related to the teacher's ability to plan, implement, and evaluate the learning process effectively. The use of varied learning methods, the provision of learning motivation, the use of simple language, and the association of materials with daily life are some of the efforts that can help improve the quality of Islamic Religious Education learning in schools. With these various efforts, it is hoped that the learning process of Islamic Religious Education can take place more actively, effectively, and meaningfully for students.

3. Methodologi

This study uses a qualitative approach with a type of descriptive research that aims to understand and describe in depth the pedagogic competence of Islamic Religious Education teachers in improving the quality of learning at SMP Negeri 2 Labuan. The qualitative approach is used because this research seeks to describe phenomena that occur naturally in the field and interpret various facts and information related to the learning process of Islamic Religious Education. Through this approach, researchers can obtain a more comprehensive picture of the pedagogic competence of Islamic Religious Education teachers, the efforts made by teachers to improve the quality of learning, and the real conditions that occur during the learning process in schools. This research was carried out at SMP Negeri

2 Labuan. The research location was chosen because the school is one of the schools that actively implements Islamic Religious Education learning and has Islamic Religious Education teachers who seek to improve the quality of learning through various learning strategies and approaches. In addition, the researcher also wanted to know firsthand how the pedagogic competence of Islamic Religious Education teachers is applied in the learning process in the classroom.

The data collection techniques in this study were carried out through observation, interviews, and documentation. Observation is carried out by directly observing the learning process of Islamic Religious Education in the classroom to obtain a real picture of the teacher's pedagogic competence in managing learning, the use of learning methods, interaction between teachers and students, and the learning atmosphere that takes place during teaching and learning activities. Through these observations, researchers can find out how teachers carry out Islamic Religious Education learning directly in the field. Furthermore, in-depth interviews were conducted with school principals, Islamic Religious Education teachers, and several students as research informants. Interviews with school principals were conducted to obtain information about the school's views on the pedagogic competence of Islamic Religious Education teachers and efforts to improve the quality of learning in schools. Interviews with Islamic Religious Education teachers were conducted to obtain data on teachers' pedagogic abilities, learning strategies used, and efforts made to improve the quality of learning. Meanwhile, interviews with students were conducted to find out their responses and experiences while participating in Islamic Religious Education learning in the classroom. In addition to observation and interviews, this study also uses documentation techniques to complete the research data. Documentation is carried out by collecting various documents related to the learning process of Islamic Religious Education, such as Learning Implementation Plans (RPP), learning notes, student attendance lists, photos of learning activities, and other supporting documents relevant to the research. The data that has been obtained is then analyzed through several stages, namely data reduction, data presentation, and conclusion drawn. Data reduction is carried out by selecting, concentrating, and simplifying data that is considered relevant to the focus of the research. After that, the data is presented in the form of a descriptive description to make it easier for researchers to understand the overall information obtained from the research results. The last stage is the drawing of conclusions which is carried out after all data is analyzed in depth so that research findings are obtained in accordance with the focus of the research. To maintain the validity of the data, the researcher used source triangulation and triangulation techniques. Source triangulation is carried out by comparing data obtained from school principals, Islamic Religious Education teachers, and students, while technical triangulation is carried out by comparing data from observations, interviews, and documentation. By using the triangulation technique, the data obtained is expected to have a high level of trust and validity so that the research results can be scientifically accounted.

4. Results and Discussion

4.1 Pedagogic Competence of Islamic Religious Education Teachers at SMP Negeri 2 Labuan

Based on the results of research conducted by the author at SMP Negeri 2 Labuan through observation, interviews, and documentation, several findings were obtained regarding the pedagogic competence of Islamic Religious Education teachers. Pedagogic competence is the ability of teachers to understand the characteristics of students, plan learning, carry out the learning process, use learning methods and media, and evaluate learning effectively. In Islamic Religious Education learning, pedagogic competence is very important because it is one of the factors that determine the success of the learning process in the classroom.

Based on the results of observations made by the author during the learning process, Islamic Religious Education teachers at SMP Negeri 2 Labuan have shown quite good pedagogic competence. This can be seen from the teacher's ability to understand the condition of students, use simple language so that it is easy to understand, and create an active and communicative learning atmosphere. Teachers are also seen to be able to adjust the delivery of material to the level of understanding of students so that the learning process runs more effectively. In addition, teachers have prepared learning tools such as Learning Implementation Plans (RPP) as guidelines in carrying out learning activities. This can be seen from the learning flow that is systematically arranged starting from the opening activities, core activities, to the closing activities. Teachers also use several learning methods such as lectures, questions and answers, group discussions, and hands-on practice that are tailored to the learning material and the conditions of students in the classroom.

Based on the results of an interview with the Principal of SMP Negeri 2 Labuan, he said that:

"Islamic Religious Education lessons are very important because they are related to the formation of students' religious character. Therefore, PAI teachers must have good teaching skills so that learning not only conveys material, but also shapes students' attitudes and behaviors."

The statement shows that the pedagogic competence of Islamic Religious Education teachers has an important role in creating an effective and meaningful learning process. Teachers are not only required to master the subject matter, but must also be able to manage learning according to the needs of students.

The same thing was also conveyed by Mrs. Mastini as an Islamic Religious Education teacher at SMP Negeri 2 Labuan who stated that:

"In PAI learning, I use a variety of methods such as lectures, questions and answers, group discussions, and hands-on practice so that students do not feel bored and are more active in learning."

The statement shows that Islamic Religious Education teachers have applied pedagogic competence through the use of varied learning methods so that students are more active and easily understand the material taught.

In addition, teachers also try to associate learning materials with students' daily lives so that learning is more meaningful. The use of simple language and real examples helps students understand Islamic Religious Education material more easily.

Based on the results of interviews with several students, they said that learning Islamic Religious Education feels more interesting because teachers often provide opportunities to discuss, ask questions, and express opinions. Students also find it easier to understand the material because the teacher explains in simple and clear language. However, based on the results of the study, there are still several obstacles, such as the use of learning media that is still limited and the uneven activity of students in the learning process. However, in general, the pedagogic competence of Islamic Religious Education teachers at SMP Negeri 2 Labuan is quite good in supporting the learning process.

Based on the results of the study, the author can conclude that the pedagogic competence of Islamic Religious Education teachers at SMP Negeri 2 Labuan can be seen through the teacher's ability to understand the characteristics of students, plan learning, use various learning methods, manage classes, and evaluate learning effectively. These competencies are an important factor in supporting the creation of a more active, effective, and meaningful learning process of Islamic Religious Education.

4.2 Efforts of Islamic Religious Education Teachers in Improving the Quality of Learning at SMP Negeri 2 Labuan

Based on the results of the research conducted by the author, Islamic Religious Education teachers at SMP Negeri 2 Labuan made various efforts to improve the quality of Islamic Religious Education learning. These efforts are made so that the learning process can run well and be able to increase students' understanding and involvement in teaching and learning activities. One of the efforts made by teachers is to prepare a thorough learning plan before the learning process is implemented. Teachers prepare a Learning Implementation Plan (RPP), determine learning objectives, choose appropriate methods, and adjust learning materials to the conditions of students. The learning planning is a guideline for teachers in carrying out the learning process systematically and in a directed manner.

Based on the results of an interview with the Principal of SMP Negeri 2 Labuan, he said that:

"Islamic Religious Education teachers must really prepare learning starting from lesson plans, learning objectives, to methods that are in accordance with the conditions of students so that the learning process runs effectively."

The statement shows that learning planning is one of the important factors in improving the quality of learning in Islamic Religious Education. With good planning, the learning process can take place more purposefully and learning goals are easier to achieve.

In addition, teachers also use a variety of learning methods so that students do not feel bored while participating in learning. The methods used include lectures, questions and answers, group discussions, and hands-on practice. The use of varied methods helps students to be more active and involved in the learning process. This is as conveyed by Mrs. Mastini as an Islamic Religious Education teacher who stated that:

"I try to use different methods so that students are more active and don't get bored quickly. Sometimes lectures, questions and answers, discussions, and practical activities are directly adapted to the subject matter."

In addition to using various methods, teachers also use simple language to make the material easier for students to understand. Teachers try to relate Islamic Religious Education materials to the students' daily lives so that learning becomes more meaningful and easy to apply in real life.

Based on the results of interviews with students, they said that learning Islamic Religious Education became more interesting because teachers not only explained the material, but also provided opportunities for students to discuss and ask questions. Students also find it easier to understand the material because teachers often give examples related to daily life.

In addition, teachers also motivate students to be more enthusiastic in participating in learning. Teachers try to create a comfortable and non-tense classroom atmosphere so that students are more confident in asking questions and expressing opinions. However, in its implementation, there are still several obstacles, such as limited learning media and there are still students who are less active in learning activities. Nevertheless, teachers still try to overcome these obstacles by maximizing the available learning methods and paying attention to students who are less active.

Based on the results of the study, the author can conclude that the efforts of Islamic Religious Education teachers in improving the quality of learning at SMP Negeri 2 Labuan are carried out through careful learning planning, the use of varied learning methods, the use of simple language, the association of materials with the daily lives of students, and the provision of motivation to students. These efforts show that teachers have an important role in creating an active, effective, and meaningful learning process of Islamic Religious Education for students.

4.3 Discussion

The results of research conducted by the author at SMP Negeri 2 Labuan show that the pedagogic competence of Islamic Religious Education teachers has a very important role in improving the quality of learning. The pedagogic competence possessed by teachers can be seen from the teacher's ability to understand the characteristics of students, plan learning, use various learning methods, manage classes, and evaluate learning effectively. This ability has a positive influence on the learning process of Islamic Religious Education so that learning becomes more active, communicative, and meaningful for students. Based on the results of observations and interviews, Islamic Religious Education teachers at SMP Negeri 2 Labuan have tried to create a non-monotonous learning atmosphere through the use of various learning methods such as lectures, questions and answers, group discussions, and hands-on practice. The use of these varied methods makes students more active in participating in learning because they not only listen to the teacher's explanation, but are also directly involved in teaching and learning activities. Students are given the opportunity to ask questions, discuss, express opinions, and practice the material learned so that the learning process takes place more lively and interactive.

The findings of this study are in line with constructivist learning theory which states that knowledge is actively constructed by learners through learning experiences and social interactions. In the learning process of Islamic Religious Education, the active involvement of students is very important because learning is not only oriented to mastering the material, but also to the formation of religious attitudes and behaviors. Therefore, Islamic Religious Education teachers are required to be able to create learning that can actively involve students so that they not only

understand the material theoretically, but also are able to appreciate and practice the values of Islamic teachings in daily life.

The use of varied learning methods also shows that teachers have the ability to adapt learning strategies to the characteristics of students. Each student has a different level of understanding, ability, and learning style, so teachers need to choose the appropriate learning method so that the material can be understood well by all students. In this study, Islamic Religious Education teachers were seen using the lecture method to explain the basic material, the question and answer method to train students' courage in expressing opinions, the group discussion method to increase cooperation and social interaction, and the direct practice method to help students understand the material in real terms. In addition to the use of varied learning methods, the results of the study also show that the use of simple language is one of the important pedagogic strategies in improving the quality of learning in Islamic Religious Education. Teachers try to explain the material in easy-to-understand language and avoid using terms that are too difficult for students. This helps students understand the material faster and not feel difficulties during the learning process.

The use of simple language is also supported by associating learning materials with students' daily lives. In Islamic Religious Education learning, the association of material with students' real experiences is very important so that learning becomes more meaningful. For example, teachers associate moral material with polite attitudes towards parents and teachers, worship material with daily life practices, and honesty material with student behavior in the school environment. This approach helps students understand that Islamic Religious Education materials are not only learned in the classroom, but must also be applied in daily life. The results of interviews with students show that the learning strategies applied by teachers make learning Islamic Religious Education more interesting and easy to understand. Students feel more comfortable participating in learning because teachers give them the opportunity to ask questions and discuss. In addition, a learning atmosphere that is not too tense makes students more courageous to express their opinions and be more active during the learning process.

The findings of this study show that teachers' pedagogic competence not only has an impact on the cognitive aspects of students, but also affects affective and social aspects. Through active and communicative learning, students learn to work together, respect the opinions of friends, and build confidence in expressing opinions. In the context of Islamic Religious Education, these aspects are very important because the learning objectives not only emphasize the mastery of knowledge, but also the formation of the religious character and behavior of the students. In addition to pedagogic competence, the results of the study also show that teachers' efforts to improve the quality of learning are carried out through careful learning planning. Teachers prepare learning tools such as Learning Implementation Plans (RPPs), determine learning objectives, choose appropriate methods, and adjust the material to the students' conditions. Good learning planning helps teachers carry out the learning process in a more systematic and targeted manner.

Learning planning has a very important role in improving the quality of learning because it is a guideline for teachers in carrying out teaching and learning activities. With good planning, teachers can determine appropriate learning strategies, manage learning time effectively, and anticipate various obstacles that may arise during the learning process. In this study, Islamic Religious Education teachers showed sufficient readiness in carrying out learning even though the number of Islamic Religious Education teachers in the school was limited. In addition, teachers also motivate students to be more enthusiastic in participating in learning. Learning motivation is one of the important factors in improving the quality of learning because students who have high motivation tend to be more active and serious in participating in learning. Teachers try to create a comfortable and fun learning atmosphere so that students do not feel afraid or pressured during the learning process.

However, the results of the study show that there are still several obstacles in the learning process of Islamic Religious Education at SMP Negeri 2 Labuan. One of the obstacles found is the limited use of more varied and technology-based learning media. The limited use of learning media causes the learning process to sometimes be less interesting for some students. In addition, there are still some students who are less active in learning activities so that interaction in the classroom is not completely even. Another obstacle is the difference in the level of students' understanding of the learning material. Not all students have the same learning ability, so teachers need to provide more intensive attention and guidance to students who have difficulty understanding the material. In these

conditions, teachers are required to have patience and good pedagogic skills so that all students can still follow learning optimally.

Based on the findings of the study, it can be understood that the pedagogic competence of Islamic Religious Education teachers has a very close relationship with improving the quality of learning. Teachers who have good pedagogic competence will be better able to create an active, effective, and meaningful learning atmosphere for students. In addition, teachers' efforts in using varied learning methods, providing motivation to learn, using simple language, and relating the material to daily life also contribute positively to improving the quality of learning in Islamic Religious Education. Thus, it can be concluded that the pedagogic competence of Islamic Religious Education teachers at SMP Negeri 2 Labuan has had a positive impact on the learning process. This competence is reflected in the teacher's ability to understand the characteristics of students, manage learning, choose appropriate learning methods, and create an active and communicative learning atmosphere. Although there are still several obstacles in its implementation, teachers still strive to improve the quality of learning through various learning strategies and approaches that suit the needs of students. Therefore, the pedagogic competence of teachers is one of the main factors in creating Islamic Religious Education learning that is effective, meaningful, and able to support the formation of students' religious character.

5. Conclusion

Based on the results of research that has been conducted by the author at SMP Negeri 2 Labuan, it can be concluded that the pedagogic competence of Islamic Religious Education teachers has a very important role in improving the quality of Islamic Religious Education learning. Teachers' pedagogic competence can be seen from the teacher's ability to understand the characteristics of students, plan learning, carry out the learning process, use various learning methods, and evaluate learning effectively. In the implementation of learning, teachers use several methods such as lectures, questions and answers, group discussions, and hands-on practice that are tailored to the learning material and the conditions of the students. In addition, teachers also use simple language and relate learning materials to students' daily lives so that learning is easier to understand and meaningful. These pedagogic competencies have a positive impact on the learning process because they are able to create an active, communicative learning atmosphere, and increase student involvement in Islamic Religious Education learning. In addition to pedagogic competence, the results of the study also show that Islamic Religious Education teachers make various efforts to improve the quality of learning at SMP Negeri 2 Labuan. These efforts are carried out through careful learning planning by compiling a Learning Implementation Plan (RPP), determining learning objectives, choosing appropriate methods, and adapting learning materials to the needs of students. Teachers also strive to improve the quality of learning by using a variety of learning methods so that students do not feel bored and are more active in participating in learning. In addition, teachers provide learning motivation to students, create a comfortable learning atmosphere, and provide opportunities for students to ask questions and discuss so that learning takes place more interactively. Although there are still several obstacles such as limited learning media and uneven student activity, teachers still try to overcome these obstacles by maximizing the available learning methods and providing attention and guidance to students. Thus, the pedagogic competence and various efforts made by Islamic Religious Education teachers at SMP Negeri 2 Labuan have contributed to improving the quality of Islamic Religious Education learning and supporting the formation of students' religious character in daily life.

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