



Fiqh Teachers' Efforts to Improve Competency Pedagogy in Madrasah

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| Received: 10/01/2025 | Accepted: 10/02/2025 | Published: 01/03/2025 |
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Abstrak

Penelitian ini dilatarbelakangi oleh Guru sangat menentukan keberhasilan siswa, terutama kaitannya dengan proses belajar mengajar dan membentuk kompetensi siswa menjadi lebih baik. Kualitas pembelajaran dapat dikatakan sebagai gambaran mengenai baik-buruknya hasil dan pemahaman yang dicapai oleh siswa setelah kegiatan pembelajaran dilakukan. Fiqh sebagai salah satu mata pelajaran wajib di Madrasah khususnya, menduduki peranan yang strategis dalam upaya membentuk kepribadian, penanaman nilai-nilai syari'at Islam, sikap, kecerdasan, pengetahuan, pemahaman serta perilaku yang sesuai dengan syari'at Islam. Tujuan penelitian ini adalah untuk mengetahui upaya guru fiqh meningkatkan kompetensi pedagogik di Madrasah. Metode penelitian ini menggunakan metode penelitian kualitatif. Hasil penelitian menunjukkan bahwa upaya peningkatan kompetensi pedagogik guru fiqh antara lain: (1) meniatkan diri untuk memberikan ilmu dengan penuh cinta dan keikhlasan, (2) menyampaikan ilmu dengan menarik dan penuh semangat, (3) membiasakan diri bertanya untuk kemajuan diri, (4) menjadikan kegiatan membaca sebagai kebiasaan, (5) mengikuti seminar dan training. Kompetensi pedagogik memiliki peranan yang sangat penting dalam kegiatan belajar mengajar, yaitu memudahkan guru dalam menyampaikan materi kepada siswa dan guru dapat menerapkan berbagai strategi pembelajaran sehingga tercipta kegiatan belajar mengajar yang menyenangkan.

Kata Kunci: Guru Fiqh, Kompetensi Pedagogik.

Abstract

This research is motivated by the fact that teachers really determine student success, especially in relation to the teaching and learning process and shaping student competence to be better. Learning quality can be said to be a description of the good or bad results and understanding achieved by students after learning activities are carried out. Fiqh as one of the compulsory subjects at Madrasas in particular, occupies a strategic role in efforts to shape personality, instill Islamic sharia values, attitudes, intelligence, knowledge, understanding and behavior in accordance with Islamic sharia. The aim of this research is to determine the efforts of fiqh teachers to improve pedagogical competence in Madrasas. This research method uses qualitative research methods. The results of the research show that efforts to increase the pedagogical competence of fiqh teachers include: (1) making an effort to impart knowledge with love and sincerity, (2) conveying knowledge interestingly and enthusiastically, (3) getting used to asking questions for self-improvement, (4) making reading a habit, (5) attending seminars and training. Pedagogical competence has a very important role in teaching and learning activities, namely making it easier for teachers to convey material to students and teachers can apply various learning strategies to create enjoyable teaching and learning activities.

Keywords Fiqh Teacher, Pedagogical Competence.

Introduction

School-related learning is the ability to manage professionally and efficiently the components related to learning. The components related to schools in order to improve the quality of learning include teachers, school supervisor students, facilities and infrastructure and the learning process, this is as explained by Yamin quoted (Sembiring, 2024).

Overall, Arifin was quoted as saying (Arif, 2024) explaining that a teacher is a figure who attracts everyone's attention, whether in the family, in society, or at school, there is no one who doesn't know the teacher.

Teachers as teachers or educators are one of the determining factors for the success of every educational effort, so that every educational innovation, especially in the curriculum and improvement of human resources resulting from educational efforts, always boils down to the educational factor. This shows how important the role of teachers is in the world of education. Likewise, to teach students, teachers are required to have multiple roles so that they can create effective learning conditions.

Teachers are the most determining component in the education system. Teachers also really determine student success, especially in relation to the teaching and learning process and shaping students' competencies to be better (Arifin, 2024).

Improving the quality of learning in the learning process will run smoothly if the teacher succeeds in managing the class well. The quality of learning can be said to be a description of the good or bad results and understanding achieved by students after learning is carried out in learning activities.

Fiqh as one of the compulsory subjects in Madrasas in particular, occupies a strategic role in efforts to shape personality, instill Islamic sharia values, attitudes, intelligence, knowledge, understanding and behavior in accordance with Islamic sharia, so that studying Fiqh is part of the priority. By paying attention to the importance of the Fiqh subject, teachers not only act as teachers but also act as mentors, both to instill values, provide understanding and build students' character in a sustainable manner (Kartika, 2021).

So in the educational context, especially in learning Fiqh, teachers are required to have good competence and ability and have various efforts

in learning. One of the basic knowledge areas for a teacher is that the teacher must have the principle of being able to adjust conditions, methods, and objectives, therefore the teacher must be able to improve the quality of his learning.

Mulyasa was quoted as saying (Djafri, 2024) explaining that to carry out more complex functions and tasks, teachers need to have competence. Teacher competency is more personal and complex and is a unified whole that describes potential which includes knowledge, skills, attitudes, and values that a teacher has related to his profession which can be presented in the teacher's practice and performance in managing learning at school. This competency is used as an indicator in measuring the qualifications and professionalism of teachers at a level and type of education.

In the National Education System Law no. 14 of 2005 article 10 paragraph (1) states that pedagogical competence is the ability to manage student learning which includes understanding students, designing and implementing learning, evaluating learning outcomes, and developing students to actualize the various potentials they have.

As explained in Law of the Republic of Indonesia number 14 of 2005 concerning Teachers and Lecturers, namely: "teacher competence includes pedagogical competence, personality competence, social competence and professional competence obtained through professional education, these four competences are interrelated."

According to Mc Ahsan and E. Mulyasa as quoted by (Kartika, 2023), competence is something that describes a person's qualifications or abilities, both qualitative and quantitative. Competence, according to Jejen Musfah in (Kartika, 2024) is defined as the knowledge, skills and abilities mastered by someone who have become part of themselves so that they can carry out cognitive, affective and psychomotor behaviors as well as possible.

The components that form a competency according to Spencer and Spencer, quoted by (Kartika, 2020) explain, include: 1) Motive. Motive is something that is consistently thought or desired by someone which will then direct, guide and choose a certain behavior towards a few actions and goals, 2) Personal character (traits). Personal character is a physical characteristic and a consistent reaction or

response to a situation or information, 3) Self-concept. Self-concept is a set of attitudes, value system or self-image that a person has, 4) Knowledge. Knowledge is the information a person has regarding a specific area, as well as 5) Skills. Skills are the ability to perform a certain number of physical or mental tasks.

Meanwhile, etymologically, Irwantoro and Yusuf in (Nuary, 2024) state that pedagogy comes from the Greek word "paedos" which means boy and "agogos" which means to accompany, guide.

Thus, pedagogy literally means a boy's servant in Ancient Greece whose job was to take his master's children to school. Then, figuratively speaking, pedagogy is an expert who guides children towards certain life goals. According to Hoogveld, quoted (Rifky, 2024) pedagogy is a science that studies the problem of guiding children towards certain goals, namely so that children are able to independently complete their life tasks. So, it can be concluded that pedagogy is the science of educating children.

Meanwhile, Langeveld in (Kartika, 2022) differentiates between the term pedagogy and the term pedagogogy. Pedagogy means the science of educating, focusing more on thinking and contemplation about education. A thought about how to guide children and educate children.

According to J. Hoogveld in (Ramli, 2024), pedagogy is a science that studies the problem of guiding children towards certain goals, namely so that they will be able to independently complete their life tasks.

Thus, Heri Gunawan in (Ningsih, 2024) states that pedagogical competence is a number of abilities possessed by educators, which consist of knowledge, skills, values, attitudes which are reflected in educating students. In another sense, pedagogical competence is the ability of educators to teach or educate students.

In educational matters, educator not only just able to carry out learning activities well, but must be able to understand the characteristics and conditions experienced by their students.

Pedagogical competence needs serious attention. This is important, because education in Indonesia is said to be less successful by some people and there are also many complaints from teachers about how to improve student learning outcomes. Therefore, teachers must have pedagogical competence so that they are able to

manage learning and change the paradigm that exists in society.

Currently, the Fiqh learning process in class is seen as less effective and less creative than Fiqh teachers in using various methods and media during the learning process, so that some students are still less enthusiastic and tend to pay less attention to the teacher's explanations and are busy with their own activities in class. So, in this case Fiqh teachers are required to make various efforts to improve the quality of Fiqh learning.

The subject of jurisprudence is one part of Islamic Religious Education that studies the jurisprudence of worship, especially regarding the introduction and understanding of the ways of implementing the pillars of Islam starting from the provisions and procedures for the implementation of taharah, prayer, fasting, zakat, up to the implementation of the Hajj, as well as the provisions about food and drink, circumcision, sacrifice, and how to implement buying and selling and lending and borrowing.

Students' learning motivation in taking lessons is increasingly lacking, the grades achieved by students are still low, teachers' pedagogical abilities are still lacking, the strategies used are less varied. So improvements need to be made in teacher pedagogical competence.

Method

According to Rahardjo, quoted in (Juhadi, 2020), research methods are a way to obtain and search for tentative truths, not absolute truths. The result is scientific truth. Scientific truth is a truth that is open to continuous testing, criticism and even revision. Therefore, there is no best method for searching for the truth, but there is a method that is appropriate for a particular purpose according to the existing phenomenon. Budiharto was quoted in (Arifudin, 2020) that the choice of research method must be adjusted to the research being carried out so that the results are optimal.

This research seeks to analyze and describe the efforts of fiqh teachers to improve pedagogical competence in Madrasas. The type of research used in this research is a descriptive analysis method. According to (Rohimah, 2024) descriptive analysis is empirical research that investigates a specific symptom or phenomenon in a real life setting. The results of this research

were collected using primary data and secondary data.

The approach used in this research is a qualitative approach. According to Bogdan and Taylor in (Rusmana, 2020), a qualitative approach is a research procedure that produces descriptive data in the form of written or spoken words from people and observable behavior. According to (Arifudin, 2024) the method is to transcribe the data, then coding the notes in the field and interpreting the data to obtain conclusions.

This research uses qualitative research with field research methods. According to (Ulimaz, 2024) this approach is adapted to the main aim of the research, namely describing and analyzing the efforts of fiqh teachers to improve pedagogical competence in Madrasas. So that this method will be able to explain the problems of the research (Paturochman, 2024).

Determining appropriate data collection techniques greatly determines the scientific truth of a research. The data collection techniques used in this research are observation, interviews and documentation.

Engineering can be seen as a means of carrying out technical work carefully using the mind to achieve a goal. Even though the study is actually an effort within the scope of science, it is carried out to collect realistic data systematically to realize the truth. Research methodology is a means to find a cure for any problem. In this case, the author collected information about the analysis of fiqh teachers' efforts to improve pedagogical competence in Madrasas, articles, journals, theses, ebooks, etc. (Zaelani, 2025).

Because it requires material from the library as a data source, this research utilizes library research. Researchers need books, scientific articles and other literature related to the topics and problems they explore, both print and online (Iskandar, 2025).

Searching for information from data sources requires the use of data collection techniques. Amir Hamzah in (Lahiya, 2025) claims that data collection is an effort to collect information related to the subject under study. The author uses library research methods to collect data. Specifically, the author started with the library to collect information from books, dictionaries, journals, encyclopedias, papers, periodicals, and other sources that share the

views of fiqh teachers' efforts to improve pedagogical competence in Madrasas.

Amir Hamzah further said that data collection means various efforts to collect facts related to the topic or discussion that is being or will be explored (Arifudin, 2025). These details can be found in scientific literature, research and scientific writings, dissertations, theses and other written sources. According to (Judijanto, 2025) data collection can be carried out in various circumstances, using different sources, and using different techniques.

Observation is part of the research process directly regarding the phenomena to be researched (Farid, 2025). With this method, researchers can see and feel directly the atmosphere and condition of the research subject (Kusmawan, 2025). The things observed in this research are the efforts of fiqh teachers to improve pedagogical competence in Madrasas.

The interview technique in this research is a structured interview, namely interviews conducted using various standard guidelines that have been established, questions are arranged according to information needs and each question is needed to reveal any empirical data (As-Shidqi, 2025).

Documentation is a data collection technique through existing documents or written notes (Waluyo, 2024). Documentation comes from the word document, which means written items. In implementing the documentation method, researchers investigate written objects, such as books, magazines, meeting minutes and diaries. According to Moleong in (Hanafiah, 2022) the documentation method is a way of collecting information or data through examining archives and documents. Furthermore, according to (Ulfah, 2021) documentation strategy is also a data collection technique proposed to research subjects. The data collection method using the documentation method was carried out to obtain data about the state of the institution (research object), namely the efforts of fiqh teachers to improve pedagogical competence in Madrasas.

Muhadjir in (Sappaile, 2024) states that data analysis is the activity of carrying out, searching for and compiling records of findings systematically through observations and interviews so that researchers focus on the research they are studying. After that, make the found material for other people, edit, classify and present it.

Result and Discussion

Bakhrul Ulum was quoted as saying (Hoerudin, 2023) that the fiqh subject at Madrasah Ibtidaiyah aims to equip students to be able to: a) Know and understand ways of implementing Islamic law both regarding aspects of worship and muamalah to serve as a guide for life in personal and social life. b) Implement and practice the provisions of Islamic law correctly and well, as a manifestation of obedience in carrying out Islamic teachings both in human relationships with Allah SWT, with humans themselves, fellow humans, and other creatures as well as relationships with their environment. It is hoped that this understanding and knowledge will become a guide for life in society, and can foster religious obedience, responsibility, and high discipline in daily life, both personally and socially, based on Islamic law.

The Fiqh subject at Madrasah Ibtidaiyah functions to direct and guide students so that they can understand the basic principles of Islamic law and the procedures for its implementation to be applied in life so that they become Muslims who always adhere to Islamic law in a kaffah (perfect) manner.

The scope of fiqh lessons at Madrasah Ibtidaiyah includes: 1) Fiqh of worship, which involves: introduction and understanding of how to carry out the pillars of Islam properly and correctly, such as: procedures for thaharah, prayer, fasting, zakat and the pilgrimage. 2) Muamalah fiqh, which concerns introduction and understanding of the provisions on halal and haram food and drink, circumcision, sacrifice, as well as procedures for carrying out buying and selling and lending and borrowing.

The subject of Fiqh, which is part of religious studies at madrasas, has unique characteristics compared to other subjects, because this subject carries the responsibility to be able to provide motivation and compensation as a human being who can understand, implement, and practice Islamic law relating to mahdhah and muamalah worship and can practice it correctly in everyday life. Apart from the subjects having special characteristics, the material taught covers a very broad scope which is not only developed in the classroom. The application of Islamic law in Fiqh subjects must also be in accordance with what applies in society, so that the demonstration method is very appropriate to use in learning fiqh, so that in social life students can implement it well.

From the previous description, several important things can be seen, including First, competence pedagogy is several abilities possessed by educators, consisting of knowledge, skills, values, attitudes that are reflected in educating students. Second, pedagogical competence is the ability of educators to design, manage, conduct and evaluate learning activities as well as understanding various characteristics of students (Mardizal, 2023).

Therefore, educators as professionals play an important role in efforts to develop pedagogical abilities to improve the quality of teaching and learning activities carried out.

In terms of increasing the pedagogical competence of educators, this can be done through the following things.

a. Participate in the Subject Teacher Conference (MGMP) program.

This program is one of the programs run by an organization that brings together teachers of certain subjects from several schools/madrasas to gather and discuss various kinds of problems related to the subjects taught by each teacher. The aim is to find the problems faced by teachers in the educational environment, especially those related to learning activities so that appropriate solutions can be found, to improve the quality and quality of each member's abilities in developing competencies, to be able to share each member's experiences and to mutually motivate members in carrying out their duties and responsibilities in the educational environment. This organization is very helpful for teachers, especially teachers from regular schools/madrasas, of course they will share their experiences with teachers from favorite schools/madrasas. This deliberation forum functions as nothing more than one part of the effort to increase the ability of teachers to carry out learning activities in schools/madrasas.

b. Attend educational seminars.

The seminar is an event organized by the madrasah by bringing in educational practitioners to equip teachers with training on how to prepare good and correct lesson plans, determine various interesting learning methodologies, and even the learning evaluation process. Educational practitioners are brought in from universities which focus

on educational studies. By bringing in practitioners from universities, teachers can gain broad insight and experience, especially those related to managing learning activities. The madrasah also sends delegates to attend seminars outside the madrasah environment which is held by other agencies to gain meaningful knowledge and experience for the teacher.

- c. Activate reading books, searching the internet and discussions.

To improve their competence in teaching, educators provide themselves independently by reading more related references from book sources or the internet by watching interesting and creative learning videos as additional insight into self-development and their teaching style. Apart from that, holding open discussions with accomplished senior teachers to gain new experiences that were not previously known, also discussing with academic practitioners from universities to get direction and guidance in their development.

- d. Holding internal madrasah deliberations.

Teacher deliberations are carried out with the first aim, to establish good relationships between teachers at the madrasah. Second, so that teachers can share complaints and problems faced in classroom learning activities, which can later be resolved together, and the best solutions can be found from the members of the deliberation. Third, teachers can gain various teaching experiences in certain classes with certain teaching methods to be applied in the classes.

other. Fourth, increase the quality of learning that can provide active and enjoyable learning. Fifth, motivate teachers to be able to carry out their duties and responsibilities well and wisely in a humanistic manner towards students.

By improving the quality of pedagogical competence possessed by educators, it will have a positive impact on students' learning interest and motivation. This motivation arises from the existence of a positive activity which can be a stimulus and response to students in their learning activities.

Conclusion

Based on the results of the research discussion above, it can be concluded that efforts to increase the pedagogical competence of fiqh teachers include: (1) making an effort to impart knowledge with love and sincerity, (2) conveying knowledge interestingly and enthusiastically, (3) getting used to asking questions for self-improvement, (4) making reading a habit, (5) attending seminars and training. Pedagogical competence has a very important role in teaching and learning activities, namely making it easier for teachers to convey material to students and teachers can apply various learning strategies to create enjoyable teaching and learning activities. Learning is the core of the overall educational process. Teachers have an important role. The learning process takes place as a process of mutual influence between teachers and students in educational situations to achieve certain goals.

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