PAI TEACHER PEDAGOGIC COMPETENCE IN IMPROVING STUDENTS' INTEREST AND ACHIEVEMENT IN ELEMENTARY SCHOOLS IN BANDUNG CITY

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ABSTRACT

The research objective to be achieved is the pedagogical competence of PAI teachers in increasing the interest and learning achievement of students at SDN Cicadas 2 Bandung City. A qualitative method, data sources in the study consisted of the school principal, deputy head of curriculum, and three Fiqh teachers and profile documentation of SDN 2 Kota Bandung. Collecting data in this research uses interview, observation, and documentation techniques. Data analysis was carried out through data reduction procedures, data presentation, and data verification as well as a conclusion. The results of the presentation and analysis of research data can be seen that; (1). The Pedagogic Competence of PAI Teachers at SDN 2 Cicadas Bandung City has been well implemented, consisting of six components including student understanding, learning design, educational and dialogic learning, learning technology, evaluation of learning outcomes, student development; (2). Student interest in PAI subjects at SDN Cicadas 2 Bandung City. with indicators of feeling happy about PAI subjects, student interest in learning, attention shown during learning, and student involvement by responding in each lesson both asking and giving responses submitted by PAI teachers; (3). The learning achievement of students at SDN Cicadas 2 Bandung City in the academic field includes knowledge, and the results of report cards have increased.

1. Introduction

In the world of education, issues relating to teachers and teaching positions have always been a subject of discussion that has its place during education which is so broad and complex. In connection with the progress of education and the increasing need for teachers, both in terms of quality and quantity, the teacher education program is the priority in the education development program in our country. Wijaya, Iwan., (2018). Teaching and learning is a process that contains a series of teacher and student actions based on reciprocal relationships that take place in educative situations to achieve certain goals. In the teaching and learning process, the emphasis is always on the notion of interaction, namely the reciprocal relationship between teachers and students, this interaction between teachers and students must be followed by educational goals.

Teacher competence is the ability and authority of a teacher in carrying out his obligations in a responsible manner related to his teaching profession. Ainiyah, Faridatul., (2019). Because the position of a teacher is a professional job, teacher competence is needed in the teaching and learning process. Concerning education, competence refers to actions that are rational to achieve a goal that is following the expected conditions. This competence is obtained through the process of education or training. One of the factors that most determine the success of the teaching and learning process is the teacher, a teacher needs to have the competence to organize the ideas developed among his students so that they can move their interest and enthusiasm for learning.

Pedagogic competence itself is the ability of a teacher to carry out the process of learning activities, the ability to master classes, and learning strategies, and the ability to manage all processes of learning activities from the beginning to the end so that learning activities can run smoothly and learning objectives can be achieved optimally. Habibullah, Achmad., (2020). In this case the teacher is required to be able to master everything related to matters that are technical in learning activities, such as mastering learning strategies, mastering various learning media, mastering classroom conditioning during the learning process, and mastering the characteristics of their students. Regarding the competence of this teacher, the author quotes the word of Allah SWT in Q.S. Al-An'am 135 as follows: Say "O my people, do all you can, Verily I also do (too).

Based on the verse above, implies that competence is an absolute ability that must be owned by everyone who will do his job including teachers so that their duties as educators can be carried out properly. Anggraeni, Poppy., Aulia., (2020). Because in managing the teaching and learning process carried out by teachers who do not master competence, it will be difficult to achieve the desired learning objectives. developing, this can be interpreted that each teacher lies the responsibility to bring students to a certain maturity or maturity level. In this framework, the teacher is not merely a teacher who only transfers knowledge, but also an educator and mentor who provides guides students in learning.

2. Research Methods

This research is included in qualitative research, therefore the approach taken is a descriptive qualitative approach. Sugiyono., (2018). The point is that in qualitative research the data collected is not in the form of numbers but the data comes from interview scripts, field notes, personal documents, memo notes, and other official documents.

2.1. Data collection technique

The data collection method is a tool when research uses a method. In this study, Emzir., (2020). researchers used several methods including:

a. Interview The interview method is a dialogue conducted by the interviewer to obtain information from the interviewee. So, researchers collected data by interviewing directly with the parties concerned, especially those involved in this research problem such as interviews with school principals, vice curricula, and PAI teachers at SDN Cicadas 2 Bandung City.

b. Observation The observation method is the activity of paying attention to an object by using all the senses, namely sight, touch, smell, hearing, and taste. In using the observation method the most effective way is to complete it with an observation format or blank as an instrument.

c. Documentation Study. Documentation in this study is used to collect data from various types of information that can also be obtained through documentation, such as official letters, meeting notes, reports, articles, media, clippings, proposals, agendas, memorandums, and development reports that are deemed relevant to research.

3. Results and Discussion
3.1. General Profile of Research Focus

a. School Vision. Excellent in science and religion Towards an Outstanding School

b. School Mission (1). Improving the ability of teachers to conduct learning through KKG and higher formal (2). Instill basic knowledge of religious knowledge and noble character (3). Instill proficient reading, writing, and arithmetic (4). Train students' skills through extra-curricular activities.

c. School Goals (1). Laying out the basis of intelligence (2). Laying the knowledge base (3). Laying the foundation of personality (4). Laying the foundation of noble character (5). Laying the foundation of skills for independent living

3.2. PAI Teacher Pedagogic Competence in the Learning Process at SDN Cicadas 2 Bandung City

The Principal of SDN 2 Cicadas Bandung City in his interview as follows: "Competence is an absolute requirement for a teacher. Nursobah, Ahmad., (2019). If the teacher has competence, then he will become a professional teacher so that he can achieve the desired goals. at this time, teachers have to have more abilities in all respects. Pedagogic competence needs to be owned by a teacher, especially Islamic education teachers.

a. Understanding of Learners, Each student has different characteristics in terms of IQ, Creativity, cognitive development, and physical disabilities. Therefore the teacher must

be able to understand the characteristics of students so that the learning process can run smoothly. The method used must also adapt to the characteristics of these students. As revealed by the PAI teacher at SDN 2 Kota Bandung, that in learning students have different IQs. This can be observed when the teaching and learning process is carried out.

b. Learning design is related to the implementation of learning. The teacher must know the needs that must be met, the competencies that must be achieved by students, and the learning implementation plan, as a guide in teaching. In this case, as expressed by the PAI Teacher, who said that "Each first semester the teacher must have completed the syllabus or lesson plan.

c. Evaluation of Learning Outcomes. The success or failure of education in achieving its goals can be seen from the evaluation of the resulting output. With the competencies they have, each teacher must evaluate whether the material being taught is finished. In primary or secondary schools there are what are called daily tests, block exams, final semester exams, and national final exams. PAI teachers at this school evaluate their students in different ways.

3.3. PAI Teachers' Pedagogical Competence in Improving the Various Potentials of Students

Improving and developing with extracurricular activities. Students' interests and talents can be channeled through extracurricular activities. Alviani, Theresia., et al., (2020). Therefore, I support this activity, because students can develop themselves in society and if their knowledge or thinking is low they can have other skills. And I don't differentiate between general extra activities, for example, football, karate, and so on, or extra special activities, for example, reading and writing the Koran, English, etc. It's up to them which one to choose. PAI teachers also support their students to take part in these extra activities.

a. Learning Interests of Students at SDN 2 Cicadas Bandung City. To achieve good performance besides intelligence is also interesting because without interest all activities will be carried out less effectively and efficiently. In everyday conversation, the notion of attention is confused with interest in the exercise of attention as if we accentuate the function of thought, whereas in interest it seems as if it accentuates the function of feeling, but in reality, what attracts interest causes us to pay attention, and what causes our attention to be attracted interest is with us. Interest causes attention where interest seems to highlight the function of feeling and attention seems to highlight the function of the mind.

b. Happy Feelings in Students. A student who has a feeling of pleasure or liking for economics lessons, for example, must continue to study science related to economics. There is no feeling of compulsion to study the field. Darmadi, Hamid., (2020). Following the results of interviews with PAI teachers they stated that things like playing around in class when learning begins, going in and out of class, and not paying attention should not happen, because the losers are the students themselves. It should be noted that the curriculum that has been prepared by the Ministry of National Education for each school is the result of studies by education experts throughout Indonesia.

c. Student Interest. Related to the power of motion that encourages students to tend to feel attracted to people, objects, and activities, it can be an effective experience that is stimulated by the activity itself. The feeling of being attracted is a statement of the soul which is more or less subjective, to feel happy or unhappy and which does not depend on

stimulants and sensory organs. Then feel it is the ability to live feelings or plans. The plan depends on (1) the contents of consciousness, (2) personality, and (3) psychological conditions. In short, this plan is the emotional reactions of the entire human psycho-physical organism.

d. Attention Learners. Attention is the concentration or activity of the soul towards observation and understanding, to the exclusion of anything else than that. Students who have an interest in a particular object will naturally pay attention to that object. The learning process will run smoothly if accompanied by interest. Indrawan., et al., (2020). Therefore, teachers need to arouse students' interest so that the lessons given are easy to understand.

e. Student involvement is a person's interest in an object that causes that person to be happy and interested in doing or working on the activities of that object. It was at that school that students were given some good knowledge and examples, eventually experiencing changes in both cognitive, affective, and psychomotor. Thus school matchmaking is good, of course, the changes and development of the children are also good.

3.4. PAI Teacher Pedagogic Competence in Student Achievement at SDN 2 Bandung City

According to the principal, said that in general learning achievement is expressed in numbers or letters to compare with one criterion. Henry, A. R., (2020). The ability for students to achieve high thinking. Three aspects of learning achievement must be possessed, namely cognitive, affective, and psychomotor aspects. The learning achievement is called student academic achievement. Based on the results of the documentation of students' academic achievement above, it can be understood that intelligence is a determining factor in achieving learning achievement. But intelligence is not placed on the first factor. Student academic achievement can be seen in the following form:

a. Knowledge of students as the initial knowledge of students is generally resistant, therefore the initial knowledge of students must be considered by the teacher before learning begins. The initial knowledge of students is ideas that are formed from informal learning in the process of understanding everyday experiences. Most of these ideas are more everyday knowledge than scientific knowledge. Actual knowledge has requirements: (1) has existed before learning, (2) is structured or stored in schemata, (3) as declarative and procedural knowledge, (4) some explicit and some implicit, (5) contains content knowledge and knowledge metacognitive, (6) is dynamic and stored as initial knowledge.

b. Value Result. Learning achievement achieved by a learner is the result of the interaction of various factors originating from within the learner as well as factors originating from outside the learner. Nurmayuli., (2020). The success or failure of students in learning can be shown through the learning achievements that have been achieved, learning achievements are evidence of efforts that can be achieved. The learning achievement of students in PAI subjects is quite good. It is said to be quite good because most of the semester scores of students in PAI subjects are following the established teaching criteria standards

c. The Student Pass Rate is one of the indicators or benchmarks for the level of success of schools in carrying out the process of teaching and learning activities. A high graduation rate can also be considered an achievement so that the school is proud. It doesn't stop

there, high graduation rates can also be promotional materials to attract the interest of prospective new students.

d. Non-Academic Achievements. The talent of students in non-academic fields is also important. non-academic achievements, namely achievements outside of school subjects, for example, achievements in the extracurricular field. The headmaster said that he would continue to encourage his students and the teacher council, especially the parents of students who had been very supportive of the activities carried out at the school. learning for our children from grade one to grade six, especially Islamic Religion lessons, so that every time there is a competition there is always an achievement in both Academic and Non-Academic learning.

3.5. PAI Teacher Pedagogic Competence in Following the Advice of the Principal of SDN 2 Bandung City

The principal at SDN 2 Bandung City recommends that every teacher have pedagogical competence because this plays an important and beneficial role for a teacher. Ismail, Ilyas., (2020). Especially Islamic education teachers who are related to the spiritual and moral development of students. The number of teachers at school is the majority with educational qualifications S1. PAI teachers consist of 4 people, they are S1 graduates, namely:

a. Student Understanding. Children have different IQs, creativity and cognitive development. Therefore, PAI teachers at SDN 2 Bandung City marked the absences they held on a list of smart, less intelligent orphans. Because this can affect the ongoing teaching and learning process. In this case, they use several strategies according to the characteristics of students.

b. Learning Design. In this case, it relates to the implementation of good learning to choose, define and develop methods so that the teacher must first know the needs that must be met and the competencies to be achieved so that they are following what is expected. Therefore the teacher must make a syllabus and learning implementation plan, at the beginning of each semester. Kasmi., (2021). As for the PAI teachers in this school, in making syllabi and learning implementation plans, they are ahead of other teachers so that they have readiness in teaching and become exemplary examples.

c. Educational and Dialogical Learning Learning is essentially a process of interaction between students and the environment, resulting in a change in behavior for the better. In this case, it is not only the cognitive aspects that are achieved but also the affective and psychomotor aspects. In the learning process, students are expected to be active so that learning is not only centered on the teacher. Therefore, to make students active, PAI teachers at SDN 2 Bandung City in teaching one of them use a question-and-answer system. In addition, they also immediately practice the theory they have learned.

d. Mastery of Learning Technology in the 21st century is a century of knowledge, information, and technology so it is also called the era of globalization. Teachers must have competence in using learning technology so that it is not outdated. The principal at School held an ICT Work Shop to increase teachers' knowledge in the field of technology so they could use it in learning.

e. Evaluation of Learning Outcomes in assessment plays an important role in all forms of effective teaching. Nadzir, Muhammad., (2020). The success or failure of education can be seen from the evaluation. As in the word of God: Meaning: "And indeed We will give

you a trial, with a little fear, hunger, lack of wealth, soul and fruit. And give good news to those who are patient" (Q.S Al-Bagarah: 155) This verse describes God's evaluation system for His servants who face various difficulties in life. Whoever is patient will get happy, and a teacher will provide an evaluation of his students to find out the extent of their understanding.

3.6. PAI Teacher Pedagogic Competence in Determining Learning Interests of Students at SDN 2 Bandung City

Feelings are a statement of the soul which is more or less subjective, to feel happy or unhappy, and which does not depend on stimulants and sense organs. Feelings with the term plan. Then feel it is the ability to live feelings or plans. Indah, Nadia., (2020). The plan depends on (a) the contents of consciousness, (b) personality, and (c) psychological conditions. In short, this plan is the emotional reactions of the entire human psycho-physical organism. The feeling is a psychic activity in which the subject lives the values of an object.

a. Feelings of pleasure as a non-intellectual psychological factor, which specifically influences the spirit of learning. If a learner makes a rather spontaneous assessment through his feelings about the learning experience at school, and that assessment results in a positive assessment, a feeling of pleasure arises in his heart, but if the assessment is negative, a feeling of displeasure arises. Feelings of pleasure generate interest, which is reinforced by a positive attitude.

b. Student mastery of a material can be seen from the skills possessed by students, one of which is that students use their reasoning power to solve an existing problem. Gunawan., (2020). Given the abstract Arabic object, learning Arabic starts with concrete objects so that students can understand the concept of Arabic properly, especially if it is related to the ability of students to use their reasoning power in solving existing problems. But in fact, most students have not been able to connect the material being studied with the knowledge that is used or utilized.

c. Attention to students is very important in participating in activities properly, and this will also affect students' interest in learning. Attention in learning is the concentration or concentration of all one's activities aimed at something or a group of learning objects. Students whose learning activities are accompanied by intensive attention will be more successful, and their achievements will be higher. Activities that are accompanied by intensive attention will be more successful and the achievement will be higher. People who are interested in activity will pay great attention.

d. Student involvement can only be possible if students are allowed to participate or be involved in the learning process. In the previous teaching and learning process, students were required to submit and comply with rigid rules and procedures which limited creative thinking skills. Instant. Beti, S., (2018). In learning, children are told to memorize rather than explore, ask questions, or experiment. The active participation of students is very influential in the process of thinking, and emotional and social development.

4. Conclusions and Suggestions
4.1. Conclusion

Based on the findings and discussion on the Pedagogic competence of PAI Teachers, they play an important role in overcoming student learning motivation at SDN 2 Cicadas, Bandung City. Several conclusions can be drawn from this, as follows:

a. Pedagogic Competencies PAI teachers at SDN 2 Cicadas Bandung City already have pedagogic competencies, namely a set of knowledge, abilities, and behaviors that must be possessed in managing learning which consists of, among others (1). Understanding Students can understand the characteristics. (2). Learning through dialogue with PAI teachers can make students active, in question-and-answer learning. (3). Evaluation of PAI teacher learning outcomes, in conducting evaluations by working on Student Competency Competitions and daily tests so that students remember and understand the material that has been taught.

b. Student learning interest in PAI subjects at SDN 2 Cicadas Bandung City, is seen in indicators of feelings of pleasure towards PAI subjects, student interest in learning, attention shown during learning takes place, and student involvement by giving responses in each lesson both asking and giving appropriate responses. submitted by the subject teacher.

c. The learning achievement of students at SDN 2 Cicadas Bandung City in the academic field includes knowledge, and the results of report cards have increased with the pedagogic competence of PAI teachers. Based on the research that the authors have carried out, the authors can conclude that the pedagogical competence of PAI teachers can increase students' interest and learning achievement.

4.2. Suggestion
Based on the results of the research and conclusions about the Pedagogic Competence of PAI Teachers in increasing learning motivation at SDN 2 Bandung City, the researchers will submit suggestions as follows:

a. Principals should continue to make improvements to teacher pedagogic competence and be able to maintain institutions that are already good to be even more developed by providing support and motivation

b. Educational institutions should add to the collection of books in the library on religious subjects and children's stories with Islamic nuances so that they can increase their reading interest and knowledge.

c. For teachers, in PAI learning it is not only cognitive aspects that are achieved but also affective and psychomotor aspects for fostering and developing student attitudes. Therefore, PAI teachers should have competence in managing learning and always be creative and innovative so that they can achieve the desired goals which can overcome the learning difficulties faced by students.

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