

# TEACHERS' PEDAGOGIC COMPETENCE IN UTILIZING LEARNING MEDIA OF ISLAMIC RELIGIOUS EDUCATION AT STATE JUNIOR HIGH SCHOOLS IN LHOKSUEMAWE

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**Abstrak:** Penelitian ini bertujuan menjelaskan kompetensi pedagogik guru dalam pemanfaatan media pembelajaran PAI (Pendidikan Agama Islam) di SMP Negeri Lhokseumawe beserta kendala yang dihadapi guru tersebut. Penelitian ini merupakan penelitian kualitatif. Hasil penelitian menunjukkan bahwa kompetensi pedagogik guru dalam pemanfaatan media pembelajaran, pertama: Kompetensi pedagogik guru dalam merancang pelaksanaan pembelajaran dengan menggunakan media pembelajaran guna membantu mereka dalam penyampaian materi pembelajaran kepada peserta didik, kedua: kompetensi pedagogik guru dalam melaksanakan proses pembelajaran dengan menggunakan media pembelajaran adalah dapat membuat pembelajaran lebih aktif dan meningkatkan kepercayaan diri siswa dalam proses belajar mengajar. dan ketiga: kompetensi pedagogik guru dalam melakukan penilaian dengan menggunakan media pembelajaran adalah untuk memudahkan guru dalam memberi penilaian dan media yang digunakan adalah laptop dengan menggunakan aplikasi penilaian. Kendala guru dalam pemanfaatan media pembelajaran PAI di SMPN Kota Lhokseumawe adalah belum menguasai ICT, keterbatasan sarana yang akan digunakan, masalah teknis seperti mati lampu dan menyita waktu yang banyak jika tidak terampil digunakan.

**المخلص:** يهدف هذا البحث إلى شرح الكفاءة التربوية للمعلم في استخدام الوسائل التعليمية في مادة التربية الإسلامية في مدرسة لوكسيوماوي المتوسطة الحكومية والمشكلات التي يواجهها المعلم فيه. هذا البحث هو البحث النوعي. أوضحت نتائج البحث أن كفاءة المعلم التربوية في استخدام الوسائل التعليمية، أولاً: إن كفاءة المعلم التربوية في تصميم تنفيذ التعليم باستخدام الوسائل التعليمية لمساعدته في إيصال المواد التعليمية للطلاب، ثانياً: إن كفاءة المعلم التربوية في تنفيذ العملية التعليمية باستخدام الوسائل التعليمية يمكن أن يجعل التعلم أكثر نشاطاً وزيادة ثقة الطلاب في العملية التعليمية، وثالثاً: تتمثل كفاءة المعلم التربوية في إجراء التقييمات باستخدام الوسائل التعليمية في تسهيل المعلمين في تصنيف وتكون الوسائل المستخدمة وهي أجهزة الحاسوب المحمولة التي تستخدم تطبيقات التقييم. والمشكلات التي

يواجهها المعلم في الوسائل التعليمية في مادة التربية الإسلامية في مدرسة لوكسيوماوي المتوسطة الحكومية هي أنهم لم يتقنوا تكنولوجيا المعلومات والاتصالات، والمرافق المحدودة لاستخدامها، والمشكلات التقنية مثل انقطاع التيار الكهربائي واستهلاك الوقت إذا لم يكونوا ماهرون في الاستخدام.

**Keywords:** pedagogic competence; PAI; and learning media

## INTRODUCTION

Educational institutions are as the spearhead to educate the nation; it has to keep up with present continually so that students have sufficient provisions for competing in this competitive globalization era. It is where humans must continuously improve their quality so as not to become spectators or even become objects from the advancement of science and technology. Therefore, the development of human resources is an absolute thing that must be implemented to meet the challenges of education today, which is getting harder and more complex. Religious education is not just a process of transfer of knowledge but also a transfer of value, namely the delivery of moral values of Islam because Islamic Religious Education aims to make people devout to Allah Almighty.

In this regard, the teacher plays an essential role in guiding and delivering the success of students to master these three aspects. The ability of Islamic Religious Education teachers is vital to be able to carry out their duties and roles in the teaching and learning process to the maximum. The ability of the teacher is the creative power of the teacher to be able to create a learning climate that is interesting and fun. Along with the Government of Indonesia's determination to improve the quality of education, provisions regarding the conditions that must be met to become professional-pedagogical personnel. The position of the teacher as a professional as referred to in Article 2 paragraph (1) of Law Number 14 of 2005 concerning Teachers and Lecturers, to develop teachers' dignities and roles as the educational agent to improve national education quality.<sup>1</sup>

One of the competencies that must be possessed by teachers is Pedagogic competence, namely the ability of teachers related to didactic/ teaching science. Pedagogical competencies involve teacher understanding of students, design, implementation of learning, evaluation of learning outcomes and the use of students to actualize the various potentials they have.<sup>2</sup> The pedagogical competence referred to a comprehensive competency that must be possessed by every teacher in carrying out his professional duties in teaching. A teacher is required to have the ability in mastering the class well, using learning methods,

<sup>1</sup> Abuddin Nata, *Ilmu Pendidikan Islam* (Jakarta: Kencana Prenada Media Group, 2010), 165-166.

<sup>2</sup> E. Mulyasa, *Menjadi Kepala Sekolah Profesional* (Bandung: PT Remaja Rosdakarya, 2005), 68.

mastering every step of the learning so that students are easier to understand and interested in the subjects given so that they can improve their learning achievement.

Teaching and learning process is a system in which various teaching components are integrated to achieve goals. The complex teaching and learning process involves some parts, which consist of the teachers, learning objectives, interaction management, evaluation and students.<sup>3</sup> In connection with that, the teacher's role is significant in the teaching and learning process. To achieve optimal learning outcomes, all components in the teaching and learning process must not be ignored. One component is the media to achieve the desired learning goals. The choice of one media is strongly influenced by the teaching method and vice versa; it will affect the type of media that is appropriate. However, it can be said that one of the main functions of instructional media is as a teaching aid that also influences the climate, conditions and learning environment that is regulated and created by the teacher.

Therefore, the use of instructional media during the learning process is so essential to deliver messages from the sources to the recipients in the learning process.<sup>4</sup> The competence of Islamic Religious Education (PAI) teachers in the use of instructional media is one manifestation of the Islamic education system. The ability in this study focused on the competence of PAI teachers in the use of instructional media. There are three elements of strategy in PAI learning namely; PAI learning organization structuring strategy, PAI learning delivery strategy, and PAI learning implementation and assessment strategy.

The teacher is always demanded that the learning material delivered can be mastered by students completely. This is a quite tricky problem for teachers. It is because students are not only individuals with all their uniqueness, but they are also social beings with different backgrounds. There are at least three aspects that distinguish students from the others, namely intellectual aspects, psychological aspects, and biological aspects.

These three aspects are recognized as the root of the problem that produce to varied student attitudes and behaviors at school. That also makes it hard for the teacher to manage the class well. Teacher complaints often come out just because of problems in handling the class. Due to the failure of the teacher to manage the class, the learning objectives are hard to achieve. It will not happen if there the teachers make some efforts. One way that can be done is to minimize the number of students in the class, apply some principles of classroom management, choose

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<sup>3</sup> M. Hosnan, *Pendekatan Saintifik dan Kontekstual dalam Pembelajaran Abad 21*, cet. 1 (Bogor: Glialia Indonesia, 2014), 110.

<sup>4</sup> AriefSSadiman et al., *Media Pendidikan Pengertian, Perkembangan, dan Pemanfaatannya* (Jakarta: PT. Raja Grafindo Persada, 2003), 6.

the right learning approach. Besides, it is necessary to utilize existing learning media and strive to procure new learning media to realize the learning objectives that have been formulated.

At present, learning in schools has begun to be adapted to the development of information technology. That causes changes and shifts in educational paradigms. Learning that initially only uses conventional lecture or verbal methods only becomes more active and fun learning. Moreover, at this time the world has entered a new era, the era of the industrial revolution 4.0, where this era is marked by the increasingly central role of cyber technology in human life.<sup>5</sup>

Learning that students initially as passive objects that only accept what they are from the teacher becomes learning that requires students to be active in the learning process. Active and fun learning requires facilities that can be used as intermediaries in the learning process to enhance effectiveness and efficiency in achieving learning objectives, at least effective and efficient means in their form, environmental components, physical tools, and communication.

Likewise, PAI also requires learning facilities to increase the active participation of students in the teaching and learning process. These learning tools are known as teaching media. It must also be supported by the pedagogical competence of PAI teachers in applying their abilities in the use of instructional media.

In the teaching and learning process of PAI, the presence of learning media is very important and is a necessity. The absence of media greatly influences the teaching and learning process; learning media can help overcome the obscurity of the material presented to be clear and readily accepted by students. Actual information demands from teachers and the 2013 national curriculum require creative teachers who are able to provide students with a paradigm shift that Islamic Religious Education is one of the subjects that is fun and needed by students, not a boring one.

## RESEARCH METHODS

This study employed a qualitative approach with findings of teacher's pedagogical competence in the use of PAI learning media. The qualitative approach that the author uses is imbued with phenomenological theory. This study requires researchers to be deeply involved to know the extent of the influence of the pedagogical competence of PAI teachers, in the use of instructional media in State Junior High Schools in Lhokseumawe.

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<sup>5</sup> Rully Rina Widyasari & M Mukhibat, "Reposisi Dan Reaktualisasi Pendidikan Madrasah Dalam Memperkuat Eksistensi Pendidikan di Era 4.0," *Edukasia: Jurnal Pendidikan dan Pembelajaran* Vol 1 (1) (Maret 2020): 11.

The selection of this method is considered relevant to this study. It is because qualitative research is more directed at natural objects to get in-depth data, data that contains meaning. Meaning is actual data, definite data which is a value behind the data that is visible, therefore in qualitative research it does not emphasize generalization, but instead emphasizes the meaning.<sup>6</sup>

## THEORETICAL FRAMEWORK

### PAI Teachers' Competencies

Teacher competence is the ability of a teacher to carry out their jobs responsibly. A teacher who is declared competent in a particular field is someone who has mastered the skills or expertise in line with the demands of the relevant work field. Professional work is work that is only done by those specially prepared for it and not work done by those who cannot find other work. That is, it can be said that a teacher is one of the positions of specialized or professional expertise.<sup>7</sup>

In the Islamic view, it is explained that someone who has competence is very different from someone who does not have it, and this is following God's Word in QS. Az-Zumar verse 9:

قُلْ هَلْ يَسْتَوِي الَّذِينَ يَعْلَمُونَ وَالَّذِينَ لَا يَعْلَمُونَ

Ask them: "Are those who know equal to those who do not know?"

### Pedagogic Competence

Competence comes from the English word, which means having the ability or ability. The term competency has many meanings, including what is stated by Usman, which defines competence as something that describes a person's qualifications or skills, both qualitative and quantitative. Charles E. Johnson in Usman, stated that competence is a rational behavior to achieve the required goals in accordance with the expected conditions. Mc Ashan in Mulyasa revealed that competence is "a knowledge, skills and abilities or abilities that a person achieves, which becomes part of his or her being to the extent he or she can satisfactorily perform particular cognitive, affective and psychomotor behavior".<sup>8</sup> So it can be concluded that competency is the ability to carry out a task/job based on knowledge, skills and attitudes in accordance with the work requirements

<sup>6</sup> Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D*, Cet Ke-17 (Bandung: Alfabeta, 2013), 15.

<sup>7</sup> Sidharta Adyatma, Ellyn Normelani, & Selamat Riadi, "Kompetensi Guru dalam Pemanfaatan Media Pembelajaran Geografi di SMA Negeri Kota Banjarmasin," *Jurnal Pendidikan Geografi* Vol 4, No 5 (Desember 2017): 1-9.

<sup>8</sup> Ahmad Salim, "Peningkatan Kompetensi Peserta Didik Madrasah Melalui Pendidikan Karakter Berbasis Pesantren," *Cendekia: Jurnal Kependidikan dan Kemasyarakatan* Vol. 10, No. 2 (Desember 2012): 168-183, <https://doi.org/10.21154/cendekia.v10i2.409>.

required; they are ability, teacher's authority in carrying out his teacher's profession in managing the class so that educational goals can be achieved.

Furthermore, the focus of this research is pedagogical competence in preparing the lesson plans, in the process of implementing teaching and learning, and in assessing the teaching and learning outcomes.

### **Competence in Designing a Lesson Plan**

There are some indicators in designing lesson plans; they include: Be able to plan the organization of learning materials, such as being able to study and describe the material listed in the curriculum, be able to choose teaching materials that are appropriate to the material, be able to use adequate learning resources, and others; Be able to plan learning management, such as formulating learning goals to be achieved in accordance with the competencies to be achieved, choosing the type of learning strategy/method that is suitable, determining learning steps, determining the ways that can be used to motivate students, determining the forms of questions will be submitted to students, and others; Be able to plan classroom management, such as the students' seating, time allocating, and others; Be able to plan the use of media and facilities that can be used to facilitate the achievement of competencies, and others; Be able to plan learning process assessment models, such as determining forms, procedures, and assessment tools.<sup>9</sup>

Lesson plan (RPP) is a plan of face-to-face learning activities for one or more meetings. It is developed from the syllabus to direct the learning activities of students to achieve basic competence (KD). Every educator in the education unit is obliged to prepare a complete and systematic lesson plan. So that learning will be interactive, inspirative, fun, challenging, efficient, motivating students to participate actively, as well as providing sufficient space for the initiative, creativity, and independence in accordance with their talents, interests, and the physical and psychological development of students. The lesson plans are arranged based on basic competency or sub-theme, which is held once or more meetings.<sup>10</sup>

### **Competence in Conducting Teaching Learning Process**

Associated with the potential of student learning outcomes, then competence is a task, skill, attitude and appreciation that students must have to be able to carry out learning tasks in accordance with certain types of work. Then there is a harmonious relationship (link) between the assignments given at the school where students learn and the skills needed in the world of work. These competencies

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<sup>9</sup> A. Fatah Yasin, *Demensi-Demensi Pendidikan Islam* (Malang: UIN Press, 2008), 74.

<sup>10</sup> "Permendikbud Number 22 of 2016," 5.

must be mastered by students and can be assessed as a form of student learning outcomes that refer to direct experience.<sup>11</sup>

The indicators of the teachers' requirement ability in the teaching and learning process include some aspects. They are the ability to motivate students to learn from the opening to the closing of a lesson; direct the goal of teaching; present the learning material with appropriate methods to the purpose of teaching; stabilize learning; use the media/teaching aids correctly and adequately; implement counselling guidance services; improve teaching and learning programs; and do the assessment.<sup>12</sup>

The teaching-learning process is an implementation of the lesson plan, including pre-teaching, whilst-teaching and post-teaching.

In pre-teaching, the teacher must prepare students psychologically and physically to participate in the learning process. They also should motivate students to learn contextually according to the benefits and application of teaching materials in daily life, by providing examples, comparing it to local, national, and worldly wisdom, and fitting into the students' characteristics and levels. Besides, teachers ask questions related to the prior knowledge to the material to be studied; explain the learning objectives or basic competencies to be achieved, and convey the scope of material and explain the description of activities based on the syllabus.

Furthermore, whilst-teaching employs learning models, learning methods, learning media, and learning resources which fit to the characteristics of students and the lesson. The choice of scientific approach and/or inquiry and discovery and/or problem-solving learning (project-based learning) is adjusted to the characteristics of competency and level of education.

Next, in post-teaching, the teacher and the students both individual and groups do a reflection to evaluate the whole set of learning activities and the results obtained to further collectively find the direct or indirect benefits of the learning outcomes that have taken place. It also provides feedback on the process and learning outcomes; follow-up the activities by giving assignments for both individual and group; inform the plan of learning activities for the next meeting.<sup>13</sup>

It can be concluded that in the implementation of the teaching and learning process, a teacher must be able to manage the class, deliver the materials in a

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<sup>11</sup> Salim, "Peningkatan Kompetensi Peserta Didik Madrasah Melalui Pendidikan Karakter Berbasis Pesantren," 168-183"

<sup>12</sup> Baharuddin Harahap, *Supervisi Pendidikan yang Dilaksanakan oleh Guru, Kepala Sekolah, Penilik dan Pengawas Sekolah* (Jakarta: Damai Jaya, 1983), 32.

<sup>13</sup> "Permendikbud Number 22 of 2016," 11-12.

well-planned and systematic way so that the students can achieve the learning objectives effectively and efficiently.

Thus, the teaching and learning process can create an environment and an atmosphere which change students' attitude, cognitive structure and psychomotor with a variety of methods and media.

### **Competence in Assessing the Learning Process and Learning Outcomes**

Assessment is the process of gathering and processing information to measure the achievement of students' learning outcomes. Assessment of learning outcomes is the process of gathering information/data about students' performance in attitudes, knowledge, and skills aspects methodically and systematically. It monitors process, learning progress, and improvement of students' learning outcomes through the assignment and evaluation.<sup>14</sup>

Assessment of the learning process uses an authentic assessment approach that assesses the readiness of students, the process, and the whole learning outcomes. The integrated assessment of the three components will illustrate the capacity, style, and students' achievement, which can produce instructional effects on aspects of knowledge and nurturant effects on aspects of attitude.

The results of authentic assessment are used by teachers to plan learning remedial, enrichment, or counselling services. Also, they are used to improve the learning process based on the standards of assessment. Evaluation of the learning process is carried out during the learning process by using observation sheets, peer questionnaires, recordings, anecdotal notes, and reflections. It is carried out during the learning process and at the end of the lesson using oral and written tests. The final evaluation results are obtained from a combination of process and learning outcomes evaluation.<sup>15</sup>

The procedure of assessing attitude aspects is carried out through the following stages: observing students' behavior during the learning process; record the behavior of students using observation sheets/observations; follow up the result of observations; and describe the students' behavior.

The assessment of aspects of knowledge is carried out by developing an assessment plan; developing assessment instruments; assessing; utilizing the results of the assessment; and reporting assessment results in the form of numbers on a scale of 0-100 and description.

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<sup>14</sup> Falachi, Kartana, & Utami, "Pengaruh Penerapan Kompetensi Pedagogik Guru dalam Pembelajaran Matematika Berbasis Kurikulum 2013 Terhadap Prestasi Belajar Matematika Peserta Didik Tahun Pelajaran 2016/2017," *Aksioma: Jurnal Matematika dan Pendidikan Matematika* 8 (1) (t.t.): 9-15, <https://doi.org.10.24815/jpsi.v6i2.11643>.

<sup>15</sup> Novauli, "Kompetensi Guru dalam Peningkatan Prestasi Belajar Pada SMP Negeri dalam Kota Banda Aceh," *Jurnal Administrasi Pendidikan* 3 (1) (2015): 27-63.



The assessment of aspects of skills is done by creating an assessment plan; designing assessment instruments; assessing; using the results of the assessment; and reporting the assessment results in the form of numbers on a scale of 0-100 and description.

The procedure of evaluating the learning process and learning outcomes by educators involve the following stages: setting the assessment objectives based on the prepared lesson plan; arranging the assessment grids; developing an assessment instrument and the assessment guidelines; analyzing instrument quality; assessing; processing, analyzing, and interpreting the results of the assessment; reporting the results of the assessment, and utilizing the report of the assessment results.<sup>16</sup>

### **The Relationship between Pedagogic Competence and Utilization of Learning Media**

As it has been explained that pedagogical competence is one of the competencies that must be possessed by an educator. It is because with this competency a teacher can design a learning based on the students' and how a teacher must behave or do in the learning process in class.

One of them is the teacher should be skillful in processing and using the instructional media to deliver the educational messages. By having this competency, the teachers will increase their attention to the students in utilizing learning media both in schools and other simple media optimally so that students' learning outcomes will be improved. The use of instructional media will not be meaningful without sufficient teachers' pedagogical ability.

Thus, it is clear that the relationship between pedagogic competence and utilization of learning media cannot be separated. It is because the use of media is part of the pedagogical competence. It is expected that the ability of teachers to use media can improve the quality of education, especially in Lhokseumawe.

### **Functions and Benefits of Learning Media**

The word media comes from the Latin "medius", which means middle, intermediary, introduction. In Arabic, it means an intermediary (الوسيط) or an introduction to the message from the sender to the recipient of the message". It refers to intermediaries who distribute messages from the message giver to the recipient of the message.<sup>17</sup> Intermediaries can take the form of physical tools,

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<sup>16</sup> "Permendikbud Number 22 of 2016, "9-10.

<sup>17</sup> Azhar Arsyad, *Media Pembelajaran* (Jakarta: Raja Grafindo Persada, 2011), 3.

as Briggs argues as quoted by Ramayulis who defines the media as all forms of physical tools that can present messages that can stimulate students to learn.<sup>18</sup>

According to Oemar Hamalik, educational media are tools, methods, and techniques that are used to activate the communicative interaction between teachers and students in the teaching-learning process. It is a channel because basically it has expanded or extended the ability of humans to feel, hear and see certain boundaries of distance, space and time. With the help of the media, the limits are almost non-existent.<sup>19</sup>

Media, as a tool for the process of delivering messages, has a broader understanding than just a physical form. It was further emphasized by Basyiruddin Usman who said, "A broader understanding of the media can be interpreted by humans, objects or events that make the students' condition possible to obtain knowledge, skills or attitudes".<sup>20</sup>

It can be concluded that learning media is something that can deliver messages, stimulate students' thoughts, feelings, and wishes so that they can encourage the teaching-learning process. Learning media for Islamic Religious Education is a forum for messages delivered by the teacher to the target or recipient of the message, namely Islamic Religious Education students.

In the teaching and learning process, there are two essential elements: the teaching method and the teaching media. These two aspects are interrelated. The choice of teaching method will affect the appropriate type of teaching media. However, many other aspects that must be considered in choosing media, including teaching objectives, types of tasks and responses expected to be mastered by students after the learning process, and the learning context including students' characteristics.

The media also has a function as a source of learning. It attracts students' attention, accelerate the learning process and enhance the quality of education.<sup>21</sup> Hamalik states that the use of media in the teaching-learning process arousing students' desire and new interest, brace-up, and learning stimulus, even psychological effect to the students.<sup>22</sup>

In general, the benefit of using media in the learning process is to facilitate the interactions between teachers and students so that the learning will be more effective and efficient. Specifically, Kemp and Dayton identify the benefits of

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<sup>18</sup> Ramayulis, *Filsafat Pendidikan Islam: Telaah Sistem Pendidikan dan Pemikiran/para Tokohnya* (Jakarta: Kalam Mulia, 2011), 250.

<sup>19</sup> Oemar Hamalik, *Proses Belajar Mengajar* (Jakarta: Bumi Aksara, 2012), 111.

<sup>20</sup> Basyiruddin Usman, *Metodologi Pembelajaran Agama Islam* (Jakarta: Ciputat Pers, 2002), 127.

<sup>21</sup> Novan Ardy Wiyani & Barnawi, *Ilmu Pendidikan Islam* (Yogyakarta: Ar-Ruzzmedia, 2012), 198.

<sup>22</sup> Arsyad, *Learning Media*, 4.

using media in the learning process; delivering the material efficiently; creating clear and interesting learning process, interactive learning process; efficiency of time and effort; improve students' learning outcomes. The media allows the learning process to be carried out anywhere and at any time. It can foster students' positive attitudes towards the material and learning process, and change the role of the teacher in a more positive and productive way.<sup>23</sup>

Learning media can enhance the teaching-learning process, which is expected to improve the students' learning outcomes. The teaching and learning media will enhance the learning activities of students in a long period. It means the learning activities of students with media will produce better learning processes and outcomes than without media.<sup>24</sup> Thus, it can be concluded that learning media are generally useful for overcoming obstacles in communication, physical limitations in class, passive attitudes of students, and students' efforts to understand the material. In this case, the barriers that often arise in communication are caused by the interpretational disorder, branched attention, the absence of response, lack of concentration and the disruptive physical learning environment.

## FINDINGS AND DISCUSSION

Based on the results of observations and interviews, there were detailed explanation as follows. The observations and interviews were taken at State Junior High Schools of Lhokseumawe; whose focus on Islamic religious education teachers (GPAI).

### **Teacher's Pedagogical Competence in Utilizing PAI Learning Media in State Junior High Schools of Lhokseumawe.**

Teacher's pedagogical competencies in utilizing instructional media in State Junior High Schools of Lhokseumawe were divided into 3, as follows:

#### 1. Teacher's pedagogical competence in designing the lesson plan of PAI

In developing the lesson plan, all Islamic religious teachers in State Junior High Schools of Lhokseumawe made a lesson plan before the teaching-learning process. It was an obligation for them as guidance in conducting the teaching learning process. Based on the interview with the teachers in State Junior High Schools of Lhokseumawe, it was found that they already understood the components covered in the lesson plan. Also, they have utilized learning media in designing the lesson plan to assist them in delivering the material to the students. They used several learning media such as audio-visual media, and electronic media.

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<sup>23</sup> Arsyad, *Learning Media*, 15.

<sup>24</sup> Ramayulis, *Ilmu Pendidikan Islam* (Jakarta: Kalam Mulia, 2002), 190.

Government Regulation Number 19 of 2005 concerning National Education Standards (SNP), article 28 section states that educators must have competence as the agents of learning. In its explanation, it defines educators as the learning agents who have some roles, such as facilitators, motivators, boosters, and inspirators of the students.<sup>25</sup>

In a learning process, there are two essential aspects. They are teaching methods and learning media. Both are interrelated.<sup>26</sup> The selection of a particular method will affect the appropriate learning media used. Although, other aspects must be considered in choosing media, including learning objectives, types of tasks and students' responses in showing their understanding, the learning context, and students' characteristics. Nevertheless, it can be said that one of the main functions of instructional media is as a teaching aid that also influences the learning atmosphere, conditions, and environment that are arranged and created by educators.

Teaching and learning activities must be able to provide mutual motivation between educators and students. Educators should be able to offer something new in delivering the material, especially in Islamic religious education that is adapted to the nowadays condition. It is because there is an assumption among students that it is the most boring subject. It is because the teachers cannot change the mindset on how to deliver the materials well so the students can comprehend it easily. It sometimes leads the students to the sleepiness and boredom. It is because the teachers applied monotonous teaching methods without any new strategy. They can utilize the learning media and choose the interesting method to solve the problems.

2. Teacher's pedagogical competence in the teaching and learning process by using PAI learning media

The Islamic religious teachers in State Junior High School of Lhokseumawe applied pedagogical competence during the teaching and learning process. They used ICT media as the learning media. It was because ICT media could increase students' motivation, enthusiasm and response during the teaching-learning process. Besides, it could boost students' confidence and activeness. In the teaching and learning process, the use of instructional media teaching can improve students' motivation, enthusiasm and learning. The utilization of the media is considered able to arouse students' new spirit because it is only applied to science and general subjects with various equipment such as laboratories. It is in line with Oemar Hamalik who states that the use

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<sup>25</sup> "Undang-Undang Republik Indonesia Nomor 14 Tahun 2005 Tentang Guru dan Dosen" (Bandung: Citra Umbara, 2006), 251.

<sup>26</sup> Chabib Thoha et al., *Metodologi Pembelajaran Agama* (Yogyakarta: Pustaka Pelajar, 2012), 31.

of instructional media in the learning process can arouse new desires and interests, generate motivation and stimulation of learning activities, and even influence students' psychological.<sup>27</sup>

3. The pedagogical competence of teachers in assessing PAI learning by the use of learning media.

The Islamic religious teachers in State Junior High School of Lhokseumawe applied assessment of the teaching and learning process by using electronic media. They said it made them easier to assess the students. They also applied it to design students' final learning report or report card. They used electronic media, as the schools provided it.

Learning assessment is an activity to determine the level of progress of teaching-learning process. In line with that, assessment is a tool to measure the level of students' mastery about the materials given. It is also for the use of learning media. The assessment of learning media is to determine whether or not the media used in the teaching and learning process can achieve goals. It also facilitates the assessment of students' learning outcomes. M. Ngalim Purwanto says that there are various kinds of learning media based on the needs and schools' abilities. When the teachers create it, it also depends on the teachers' ability and expertise. This variousness will imply the types of evaluations to determine and facilitate the teaching-learning process in supporting learning quality.<sup>28</sup>

### **Teachers' Obstacles in Utilizing PAI Learning Media**

In every activity, there are things that support the activities and the things that impede them. The teachers said there were some obstacles in implementing the learning media. They were technical problems, such as the blackout and the time consuming if they did not have the skills in operating it.

The other constraints were the limited facilities. The availability of the learning media was so limited so that the teachers did not get the opportunity to use it. Based on that, it could be concluded that the constraints in the utilization of PAI learning media were; 1) the lack ICT skill usage, the Islamic religious teachers in State Junior High School of Lhokseumawe were not able to use ICT well though some of them used ICT as the media in the teaching-learning process. 2) Technical problems such as the blackout, it affected the teaching-learning process when the teacher used learning media. 3) Time-consuming, it would take more time when a teacher lacked knowledge on how to use the

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<sup>27</sup> M. Ilyas, "Kompetensi Pedagogik Guru Matematika SMK Negeri Se-Kota Palopo Berdasarkan Pengalaman Mengajar," *Jurnal Dinamika* 4 (2) (2013): 47-58.

<sup>28</sup> M. Ngalim Purwanto, *Prinsip-Prinsip dan Teknik Evaluasi Pengajaran* (Bandung: PT Remaja Rosdakarya, 2002), 3.

learning media. 4) Limited learning facilities/media, schools provided limited learning media so that the teachers could not utilize it whenever they wanted to use the learning media in the teaching-learning process. 5) The lack of teachers' creativities in developing the media, the teachers could not create the media creatively; they only made use of the available media.

The teachers could overcome the problems of learning media limitation by using another learning media. It also happened when it was blackout. Exercise could improve the skills on how to use it. While the limitations of learning media, it could be overcome by setting the schedule well and the procurement of the learning media.

## CONCLUSION

Teachers' pedagogical competence in utilizing PAI learning media at State Junior High Schools in Lhokseumawe is divided into three. *First*, teachers' pedagogical competence in designing the teaching-learning by using learning media in developing the lesson plan to assist the teachers in delivering the material to students. *Second*, teachers' pedagogical competence in implementing the learning process by using learning media so it can create active learning and improve students' confidence in the teaching and learning process. *Third*, teachers' pedagogical competence in conducting an assessment by using learning media. It is to ease the teachers in assessing the students. It uses a laptop as the media which contain assessment application. Also, there are some teachers' obstacles in utilizing the learning media of PAI at State Junior High Schools in Lhokseumawe. They are lack of ICT skills usage, limited learning media/facilities, and technical problem such as blackout and take much time if they do not have sufficient skills.

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