



Social Competence of Islamic Education Cluster Teachers in Improving Learning Quality during the Covid-19 Pandemic

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Abstract. This research aims to find out the basic concept of PAI teacher expertise in improving the quality of learning in the Covid-19 era. This research is a qualitative descriptive study, which only describes the social competence of PAI group teachers in improving the quality of learning during the Covid-19 pandemic at Madrasah Aliyah NU Alqur'an Science Sumbang Banyumas and Madrasah Aliyah Negeri 1 Cilacap. The research results show that teachers really need a more mature preparation process regarding the implementation of teaching and learning activity schedules. In connection with the actualization of the social skills of PAI teachers, each teacher forms a communication network between the teacher and students, as well as between teachers and the students' guardians. Teachers' obstacles in the PAI group as an effort to improve the quality of learning in the Covid-19 era are seen from the perspective of students who lack understanding of the teaching material. Another obstacle is related to learning activities which are still mostly theory based so that there is still a lack of applying the material to everyday life. Thus, teachers must motivate students to always learn so that students' understanding of the material increases. As well as thinking about ensuring that learning does not run monotonously, leading to student boredom.

Keyword: Social Competency Management, Learning Quality, Islamic Education

INTRODUCTION

Competence is an English loanword, "competence," which means expertise (Echols & Shadily, 2002, p. 132)—a collection of skills, knowledge, and behaviors that must exist in teachers to achieve educational goals. Skills are achieved through education, training, and independently adding knowledge through learning causa (Musfah, 2015). The ability above means the tasks the teacher must know and how to guide and assess students. This is in line with the meaning of education that Indonesian teachers have been prepared to be able to work throughout Indonesia. He has been prepared as a civil and community servant anywhere in Indonesia.

Therefore, teachers must have cultural intelligence (CI), namely the ability to adapt to diverse cultural conditions throughout Indonesia. This adaptability is shown among others by the ability to position themselves as citizens of the community where they work, the ability to understand using the local language as a social language, and the ability to appreciate the uniqueness, distinctiveness, and

cultural values of the customs of the local community (Payong, 2011).

In this regard, it is only helpful if an educator who knows is realized in tangible form so that it will not be meaningful and beneficial for the operation of education in reality. So competence must be mastered by educators, namely the ability as a whole by proving their mastery from the aspects of attitudes, knowledge, and skills in which there are elements of awareness, support, and responsibility in carrying out thoroughly professional implementation (Irwantoro & Yusuf, 2016). Educator competence is built on the study skills taught; therefore, educators must focus on the educator profession (Djohar, 2006).

In addition to the above, teachers must have expertise related to the scope of education and how to communicate effectively in the community. Therefore, this expertise is called social skills (Subini, 2012). A skill a teacher possesses where a teacher can interact effectively with others, it can be said that teachers like this are professional. In the current situation during the COVID-19 pandemic, the Ministry of Education has implemented the face-to-face learning model in schools through learning carried out at home. In this online learning, students and parents face many problems. The problem faced by both parents and students in the pandemic era is that there are still many who have not mastered technology. For students, it is difficult to understand the subject matter shared by the teacher. Therefore, the social competence of teachers is needed in terms of communication and interaction with students and parents.

Social Competence for PAI Teachers in online-based learning in literature studies that teacher social competence is needed in online learning is related to communicating assignments for students and interacting with parents in terms of student problems, which are expected to have no separation wall between the three (Husna et al., 2021). That is why the role of educators can be said to be strategic because of their existence in the success and quality of education (Priansa, 2014).

Quality assurance in education is the efficiency of management, monitoring, supervision, assessment, and review of resource inputs and curriculum implementation processes to produce quality learning outcomes (product values) that meet community standards and expectations. Robinson views quality assurance as an organization's activity to ensure the quality of products or services meets specified standards. The desired qualities are achieved by anticipating and avoiding errors that allow management in the organization to be focused on scheduling work, detailing procedures, monitoring and evaluating processes, documenting and reviewing operational strategies, and communicating decisions to achieve set objectives. (Suhardi 2013).

The principle of quality improvement is an important thing related to learning, meaning that a teacher must be able to improve the quality of learning professionally in serving students by

mastering various learning strategies or methods that can increase student interest with a dialogical and communicative learning atmosphere by the curriculum and the times. (Mahpudin 2021). From the above, teachers are required to be competent in the fields of knowledge they master to deliver student achievement that will help improve the quality of education. Similarly, Madrasah Aliyah NU Sains Alqur'an Sumbang Banyumas and Madrasah Aliyah Negeri 1 Cilacap, which optimally empowers the social skills of teachers in the PAI family.

METHOD

This research is a qualitative descriptive research. This study will only explain the social competence of teachers of Islamic Religious Education clusters to improve the quality of learning in the Covid-19 era at Madrasah Aliyah NU Science Alqur'an Sumbang Banyumas and Madrasah Aliyah Negeri 1 Cilacap: observation techniques, interviews, and documentation collected data. After the data is collected, the next step is data analysis techniques. Data analysis techniques that researchers use are based on specific steps, including all data obtained through observation and interviews verified and reduced, then categorization of data to formulate and support a hypothesis or inference. Third, the data is then arranged in the form of units, the minor parts that can stand alone apart from the others but can be recognized and understood so that they can be used to form patterns. Fourth, each unit is collected into unity in writing to form a pattern of student learning motivation. In this process, data verification and triangulation simultaneously occur, and both techniques (observation, in-depth interviews, documentation, and questionnaires) and data sources (all research subjects) run continuously throughout data collection and analysis.

After that, fifth, a configuration of relationships between hypothetical inferences is systematically built by dialoguing with various relevant theories so that a systematic and coherent pattern is built to answer the problem formulation, which means building a theory. Sixth, the theory built was reanalyzed to be standardized as a theory about the Social Competence of PAI teachers in improving the quality of learning in the Covid-19 era at Madrasah Aliyah NU Science Alqur'an Sumbang Banyumas and Madrasah Aliyah Negeri 1 Cilacap.

DISCUSSION

Professional teachers also have reliable social competence. This competence is evident in his ability to interact and relate effectively to others (students, fellow teachers, parents, principals, and society). According to Permendiknas No. 16/2007, the ability in this competency standard includes four main competencies, namely:

1. Being inclusive and acting objectively and not discriminating due to consideration of gender, religion, race, physical condition, family background, and socioeconomic status;
2. Communicate effectively, empathetically, and respectfully with fellow educators, education personnel, parents, and the community;
3. Adapt to the place of duty in all regions of the Republic of Indonesia that have socio-cultural diversity;
4. Communicate with one's professional community and other professions orally, in writing, or in any form.

The social competence of teachers is the behavior of those willing and willing to provide services to the community through their professional work to achieve the goals of religious education. Social competence is the ability of teachers as part of the community to communicate and get along effectively with students, fellow educators, education staff, parents/guardians of students, and the surrounding community. This is further elaborated in the RPP on teachers, that social competence is the ability of teachers as part of society who at least have the competence to:

- Communicate verbally by writing and signaling.
- Using communication and information technology functionally
- Getting along effectively with students, fellow educators, and education staff, and related to the basic concept of PAI teacher expertise in improving the quality of learning in the era of the COVID-19 pandemic, it can be explained that every teacher needs a more mature preparation process related to the implementation of the schedule of teaching and learning activities.

During the pandemic, learning is limited, so each teacher has their way of carrying out their learning process, using specific learning models and engaging learning media. In general, when talking about learning media, it is inseparable from learning applications. Generally, the learning applications teachers use are WhatsApp Group (WAG), Google Meet, Google Classroom, and Zoom. However, WAG is often used because it is more practical. This is adjusted to the conditions both from the point of view of school infrastructure and teachers or the point of view of the condition

of students.

Usually, teachers provide learning videos related to the material discussed and then ask students to analyze and relate it to everyday life. Indeed, for learning activities, especially those through WAG, sometimes students monitor WAG, but what is monitored is not a class or does not follow the learning class. Many students play alone, which makes subjects sidelined.

In actualizing the social expertise of PAI cluster teachers regarding improving the quality of learning in the COVID-19 pandemic era, namely by establishing good communication between teachers and students, as well as between teachers and guardians of students. In its application, learning activities are also carried out to make students creative. Thus, a teacher must be more creative, for example, when delivering material that not only conveys it but is equipped with material that has been made in the form of PowerPoint, which can motivate students. Learning applications are used not only through WAG but also other applications such as Google Meet, Zoom, or Google Classroom.

It has been explained before from several applications that are effectively carried out, namely WAG, because, with learning applications through WAG, it is easier to control learning for students and guardians of students. For example, in its application for teaching materials that are distributed not only in WAGs whose followers are students but by teachers, the subjects are distributed to the homeroom teacher, which is then distributed by the homeroom teacher to the WAG whose followers are guardians of students so that it will form communication or social control with both students and guardians of students.

It is related to the obstacles and motivations experienced when learning online, namely the need for more understanding towards teaching materials. One of them is because there is a lack of material explanation from the teacher. Another obstacle is related to learning activities that are still more theory-based, so the ability to apply the material to everyday life still needs to be improved. The teacher is first required to deliver material to students about motivating in efforts to improve the quality of learning. The emergence of some of these obstacles must encourage or motivate students to continually learn so that their understanding of the material increases.

Furthermore, teachers must also think about learning so that learning runs smoothly, which causes student saturation. For example, with motivation in terms of students, if you pay attention, students prefer to watch videos/movies that can trigger student enthusiasm. For example, in grade 11, I learned about the adolescent association and how to become a weighty teenager by not going in a negative direction. In terms of good infrastructure facilities located in Madrasah Aliyah NU Sains

Alqur'an Cilacap, it is quite adequate. However, there needs to be completeness again to facilitate the learning process, which makes students' understanding ability to increase the learning material taught.

CONCLUSION

The basic concept of PAI teachers' expertise in improving the quality of learning in the era of the COVID-19 pandemic can be explained that every teacher needs a more mature preparation process related to the implementation of the schedule of teaching and learning activities. In addition, during the pandemic, learning is limited, so each teacher has their way of carrying out their learning process, both those who use specific learning models and engaging learning media, so that the quality of learning during the pandemic continues to improve. Regarding the actualization of social skills of PAI cluster teachers regarding improving the quality of learning during the COVID-19 pandemic, it can be concluded that each teacher forms a communication relationship between teachers and students, as well as between teachers and guardians of students.

In its application, learning activities are also carried out to make students creative. Thus, a teacher must be more creative, for example, when the process of delivering material conveys it and is equipped with material made in the form of PowerPoint. One of the obstacles experienced by teachers in learning is related to the difficulty of implementing learning. The emergence of some of these obstacles must be able to encourage or motivate students always to learn so that students' understanding of the material increases. Furthermore, teachers must also think about learning so that learning runs smoothly, which causes student saturation.

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