



DEVELOPMENT OF PEDAGOGICAL COMPETENCE OF PAI UMS STUDENTS THROUGH THE MUHAMMADIYAH EDUCATION COURSE

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ABSTRACT

The study focuses on developing the pedagogical competence of students in curricular education courses as an effort to improve teacher competence. The problem is that students aren't as serious when teaching. The study has intended to describe the method of study in a collegiate education course and its effect on the development of the islamic pedagogical student's competence at the muhammadiyah university of surakarta. This research paradigm is qualitative research. As for his approach to form case studies that involve such methods as observation, interview, and document study for data collection. Research indicates that 1) the teaching methods used by educators included group discussion, collaborative and project and microteaching methods. In addition, educators implement the comprehensive process of transfer of value or implanting of islamic values with some good examples. 2) as for the effect of the subjects of education education education included understanding the concepts of values and muhammadiyah doctrine, as well as the student's ability to design to implement, and evaluate the learning process. The student felt more prepared to be an educator and his expectations were able to create productive interactions in the class with understanding the characteristics of a better learner. This research is expected to provide insight and provide an overview to universities in providing Muhammadiyah values as an effort to improve student competence.

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1. INTRODUCTION

The issue of teacher competency faced by Indonesia is that the results of the national teacher competency test remain relatively low. This is evidenced by the fact that although Indonesia has an abundance of teachers, the average score of the Teacher Competency Test (UKG) in 2022 was only 54.05, which is below the established minimum standard (Hilmiatussadiah et al., 2024). Article 10 of Law Number 14 of 2005 states that teacher competency includes pedagogical, social, personality, and professional competencies (Dikdasmen, 2018). Furthermore, advancements in science and technology require teachers to possess pedagogical, personal, professional, and social competencies (Bungatan, 2022).

The quality of a teacher's pedagogical competence significantly impacts the quality of learning (Sele & Sila, 2022). Pedagogical competence encompasses a broad and in-depth understanding of student characteristics and psychology (Akbar, 2021). Additionally, it includes an understanding of students' character, lesson planning and implementation, learning evaluation, and student development to maximize their diverse potential (Hartiningtyas et al., 2016). Developing pedagogical skills can enhance students' motivation and ease of understanding subject matter through various learning strategies (Saragih, 2019).

The selection of methods, strategies, and approaches in the learning process is crucial (Mansir, 2020). Among the four teacher competencies, pedagogical competence in AIK instruction is the most frequently criticized, particularly regarding the ability to deliver material using engaging and effective methods, commonly referred to as active learning (Arifin, 2019). Consistency between theory and practice in the use of teaching methods should be prioritized through optimal planning and implementation, following appropriate principles and procedures (Wedi, 2016). Furthermore, instructors are required to be creative and innovative in employing methods that align with contemporary developments (Kusumaningtyas et al., 2020). The 21st-century learning model will increasingly rely on technology, particularly the internet, to support the learning process (Indarta et al., 2022).

Based on observations and interviews, one recurring issue is the lack of effectiveness in undergraduate Islamic Education students' teaching practice. This is evident as teaching practice is often conducted in a textual manner, with reliance on texts, difficulties in classroom management, and confusion in conducting assessments. Additionally, students often lack confidence in communication, and some struggle to create modules with diverse teaching methods or fully understand the most suitable methods. However, students demonstrate enthusiasm for learning and possess adequate technological skills, making a blended approach between teacher-centered and student-centered learning highly feasible. With optimal learning processes, future prospective teachers are expected to improve teacher competencies.

The strategic plan book of Universitas Muhammadiyah Surakarta (UMS) for 2021–2025 states that the university excels in national and international reputation, has extensive networks, and offers accredited "Excellent" and internationally recognized programs. Additionally, UMS is known for its productive academic

publication environment, student achievements, and Islamic value-based progressive education.

The vision of Muhammadiyah Education is to shape individuals who are lifelong learners, pious, morally upright, and driven by progress and excellence in science and technology. This vision aligns with efforts to renew da'wah (Islamic propagation) to uphold goodness and prevent wrongdoing (Serly Oktavia et al., 2023). Therefore, at Universitas Muhammadiyah Surakarta, particularly in the undergraduate Islamic Education program, students are required to take a 3-credit course on Muhammadiyah Education. This course serves as a means to develop the pedagogical competence of Islamic Education undergraduate students.

This study aims to describe the teaching methods used in the Muhammadiyah Education course to enhance the pedagogical competence of undergraduate Islamic Education students at UMS and to describe the impact of these teaching methods on their pedagogical competence development at Universitas Muhammadiyah Surakarta.

2. LITERATURE REVIEW

Education is a fundamental element in national development, where the quality of educators plays a crucial role in improving learning outcomes. Teachers' pedagogical competence is essential in the learning process, as it includes the ability to understand students' characteristics, design learning activities, and evaluate learning outcomes (Akbar, 2021). As explained by Hartiningtyas et al., (2016), enhancing teachers' pedagogical and professional competence can be achieved through continuous professional development, enabling them to adapt to advancements in science and technology. Therefore, various teaching strategies and methods must be implemented to improve educators' pedagogical competence in academic environments.

Teaching methods are an essential component of an effective education process. According to Adib (2021), teaching methods should be adapted to students' characteristics and the learning environment to achieve optimal results. Additionally, research by Paramitha Sinaga et al., (2022), highlights various teaching methods such as demonstration, experimentation, inquiry, and discovery as approaches that can enhance student engagement in the learning process. Thus, selecting the appropriate method significantly impacts teaching effectiveness, particularly in the context of value-based Islamic education.

In Islamic education, teaching based on Al-Islam and “Kemuhammadiyah” (AIK) values is one of the efforts to shape students' moral character and deepen their understanding of Islamic teachings (Arifin, 2019). Ali & Istanto (2018), state that Islamic school management must support the implementation of teaching methods rooted in religious values to build students' integrity and personality. Consequently, AIK teaching methods in Muhammadiyah universities should be carefully designed to develop students' pedagogical competence as future educators oriented toward progressive Islamic education.

Research by Kusumaningtyas et al., (2020), indicates that improving teachers' teaching quality can be achieved through the use of teaching models and media tailored to Generation Z's needs. This aligns with findings from Indarta et al., (2022), which state that 21st-century learning models rely on digital technology as the primary tool for enhancing learning effectiveness. Therefore, integrating technology into AIK teaching at Muhammadiyah universities can be an effective strategy for improving students' pedagogical competence.

With the advancement of the digital era, the implementation of innovative teaching methods has become a necessity for educators. Murad & aylan (2023), emphasize the importance of implementing Problem-Based Learning (PBL) in higher education as an approach that enhances students' critical thinking skills. Hotimah (2020), also states that the PBL method can improve students' storytelling abilities and communication skills, which are essential aspects of developing pedagogical competence. Thus, applying problem-based and digital technology-based teaching methods in AIK courses at Universitas Muhammadiyah Surakarta is expected to enhance students' pedagogical competence, preparing them to become competent educators who can adapt to the demands of modern education.

3. RESEARCH METHODS

The research paradigm used in this study is qualitative research. Qualitative research is an approach aimed at gaining a deep understanding of phenomena by interpreting how individuals or groups construct meaning from their surroundings and how these meanings influence their behavior (Adlini et al., 2022). In this context, the type of research conducted is a field study. The object of this research is the development of pedagogical competence in learning, involving lecturers and students of the “Kemuhammadiyah” education course. This study employs a case study approach. A case study approach requires extensive data collection as researchers aim to conduct an in-depth analysis to understand the complexity of a case comprehensively (Assyakurrohim et al., 2022).

The data collection techniques used include observation, interviews, and document analysis. Observations and interviews are conducted with lecturers and students of the “Kemuhammadiyah” education course, while document analysis is carried out on the lecturers' Semester Learning Plan (RPS) files. The researcher then analyzes this content to draw conclusions relevant to the research discussion (Ardiansyah et al., 2023). According to Miles & Huberman, data analysis techniques involve the stages of data reduction, data display, and conclusion drawing. Data analysis cannot be separated from the data collection process and archival sources (Adlini et al., 2022).

Data validation can be conducted through various methods, such as member checking or triangulation techniques (Haryoko et al., 2020). This research applies data validity techniques, including source triangulation, time triangulation, and data collection technique triangulation.

4. RESULTS AND DISCUSSION

4.1 Developing Students' Pedagogical Competence Through Learning Methods

Etymologically, the term method originates from a foreign word, *methodos*, which consists of two words, namely “meta” and “hodos.” The word “meta” means toward, through, following, or after, while “hodos” is defined as a way, method, or direction (Rahmawati et al., 2023). Meanwhile, learning is referred to as teaching in English and “*tadris*” in Arabic. Based on Government Regulation No. 32 of 2013, learning means the process of interaction or relationship between students, educators, and learning resources within the learning environment (Wirabumi, 2020).

In addition, the definition of learning methods according to Husnul is explained as a technique or approach utilized in the learning process to achieve learning objectives (Hotimah, 2020). Learning methods are defined as approaches used in delivering materials or lessons to achieve specific learning objectives (Adib, 2021). Based on these definitions, it can be concluded that learning methods mean ways or approaches used for delivering materials in the learning environment to achieve learning goals.

Learning methods are one of the crucial components in the educational process to achieve learning objectives. There are many learning methods that educators can utilize, such as the lecture method, question and answer, discussion, assignment/recitation, simulation, group work, drill/practice, problem-solving, team teaching, field trips, and many more (Karwono & Irfan M, 2022). Moreover, the technique of presenting materials can take the form of a demonstration method, which emphasizes performance or experimentation, meaning conducting trials (Paramitha Sinaga et al., 2022).

In line with this, research findings suggest that the learning methods used by lecturers in developing pedagogical competence in the “Kemuhammadiyah” course include group discussion and project-based learning methods. Group discussion methods are conducted at certain times during learning, such as analyzing “Kemuhammadiyah” materials. The analysis is carried out by dividing students into several groups, which are then given different materials to be discussed together.

However, slightly different from the statement of Karwono & Irfan M (2022), lecturers use the collaborative method, which means cooperation among students in solving problems. This method is implemented during the learning process. For example, when a question arises while discussing “Kemuhammadiyah” materials, the lecturer does not immediately answer it but provides an opportunity for students to respond. This is done to train students' skills, such as cognitive skills and conceptual understanding. Moreover, these methods contribute to the process of developing students' pedagogical competence in the form of adapting methods that will be utilized by students when practicing teaching.

A teacher is required to master pedagogical competence, which is the ability to design, manage, and evaluate learning systematically and continuously (Akbar, 2021). Pedagogical competence not only includes an understanding of students' characteristics but also demands skills in designing, implementing, and evaluating learning systematically. Additionally, this competence emphasizes the teacher's role in identifying and developing students' potential critically, enabling them to achieve independent learning and sustainable academic success (Karwono & Irfan M, 2022). From the above statements, it can be summarized that pedagogical competence is the ability to systematically plan learning, understand the characteristics of students, and conduct evaluations to create an independent learning atmosphere.

Regarding pedagogical competence, teachers must understand the foundations of education, student characteristics, and curriculum development. Additionally, teachers must be able to design innovative learning, apply effective evaluations, and support students' development so that their potential is optimally actualized (Ali & Istanto, 2018). Based on the observation results, the development of students' competence as prospective AIK teachers is through analyzing "Kemuhammadiyah" materials, designing "Kemuhammadiyah" teaching modules, and subsequently conducting teaching practice (microteaching) as a form of training.

To achieve optimal learning, several pedagogical sub-competencies must be mastered (Akbar, 2021). The results of the study explain that lecturers provide student needs forms that include three learning tendencies: visual, auditory, and kinesthetic. This step aims to design learning methods that are appropriate to student needs. This is in line with the lecturer's statement that before recognizing student characteristics, they need to recognize themselves first through a Google Form questionnaire called "Who Am I?" which helps determine whether they tend to be visual, auditory, or kinesthetic. According to Parancika (2022), self-understanding is one of the important things in supporting individual success at work.

In addition, mastery of learning theories and educational principles also influences the selection of models or methods used in learning. The approach applied is encouraging students to create teaching modules. The preparation of these modules is supported by PowerPoint, which includes learning models such as project-based learning. In line with this, previous research mentions that implementing Problem-Based Learning (PBL) in higher education in Iraq during the digital era holds great potential for improving student learning outcomes and preparing them for 21st-century challenges by developing critical thinking, problem-solving, and collaboration skills (Murad & ajlan, 2023).

In curriculum development related to the subject taught, students are given the opportunity to identify their own needs within the "Kemuhammadiyah" teaching module. In this process, they focus on efficient lesson planning, integrating Islamic values, using various teaching methods, and conducting systematic evaluations. Well-organized learning is also a crucial factor in education. Face-to-face learning greatly helps lecturers instill educational values comprehensively through direct

examples. This allows lecturers to observe students' facial expressions and body language. However, the challenge faced is the diverse motivation levels of students. The proposed solution is implementing a reward and punishment system.

The utilization of information and communication technology in learning is also essential. Lecturers provide encouragement and motivation for students to develop technological skills, such as using Canva. Students also utilize applications like Quizizz and Kahoot. The use of technology in "Kemuhammadiyah" teaching is considered engaging and facilitates the learning process. Furthermore, facilitating the development of students' potential for self-actualization is achieved by allowing them to present voluntarily without being directly appointed from the second meeting. This step aims to train their initiative. Additionally, the "kultum" (short religious lecture) conducted before class begins helps students develop public speaking skills. Concept mapping also plays a role in enhancing students' creativity in presenting information.

Effective and sympathetic communication with students is also essential. To achieve good communication, lecturers cultivate habits such as kultum and provide students with opportunities to ask questions, aiming to train their ability to express thoughts. Their communication skills are then assessed through their teaching practice. However, further exploration of effective communication forms, including non-verbal communication, is necessary. Given students' enthusiasm, conducting public speaking training based on in-depth theories is also considered important to refine communication skills.

Regarding the assessment and evaluation of learning processes and outcomes, the steps taken by lecturers include assessing students' microteaching practice. The aspects assessed include teaching modules, activity design, mastery of materials and strategies used, use of teaching aids, fluency and systematic presentation, as well as time management. The evaluation results were followed up by lecturers, where previously, students' time management in teaching practice was too long, but now it is facilitated with technology, making the evaluation process faster and more aligned with students' learning pace. Based on student interviews, assessment includes various techniques such as observation, written tests, and performance assessments. The recommended suggestion is to conduct a comprehensive follow-up to foster learning innovations.

Finally, engaging in reflective actions for the development of the learning process is an important aspect to consider. Research findings indicate that reflective actions are not yet fully visible because the learning process is still limited to microteaching. Therefore, the recommended solution is to develop the habit of reading educational books and conducting a serious follow-up on evaluations to enhance students' confidence as future "Kemuhammadiyah" teachers and optimize the overall learning process.

4.2 The Impact of the "Kemuhammadiyah" Education Course on Student Competency Development

The impact of the "Kemuhammadiyah" education course on the development of pedagogical competencies can be described as follows. First, students experience an increased understanding of Muhammadiyah values, allowing them to internalize and convey Islamic teachings in a relevant manner to their students. This occurs through the process of analyzing "Kemuhammadiyah" materials. Second, through this course, students develop systematic pedagogical skills, where they learn to design, implement, and evaluate the learning process using methods such as group discussions, interactive lectures, and synergetic learning. This is evident when students engage in microteaching practice, where they begin to create interactive learning experiences. Additionally, students become familiar with several Kemuhammadiyah learning models that can serve as a foundation for their future, such as Problem-Based Learning (PBL), discovery learning, and collaborative learning.

Third, students are trained to adapt to the characteristics of their learners. The steps taken to understand student characteristics include direct observation, dialogue, interviews/questionnaires, and diagnostic tests. This enables them to adjust teaching methods based on learning styles and student conditions, thereby enhancing student understanding and participation in the learning process. Lastly, this course trains students in assessment skills by utilizing various instruments, including written tests, observation, portfolios, essay assessment rubrics, and questionnaires. This reflects a comprehensive approach to evaluating students' understanding and skills.

5. CONCLUSION

Lecturers utilize various methods to develop students' pedagogical competencies, such as group discussions, project-based learning, and collaborative learning, to foster meaningful interaction and student engagement in the "Kemuhammadiyah" education course. The group discussion method enables students to analyze and discuss materials, while project-based learning encourages them to apply their knowledge in practical contexts.

The impact of the "Kemuhammadiyah" education course on pedagogical competency development shows that this course primarily contributes to students' understanding of Muhammadiyah values and teachings, as well as enhances prospective teachers' ability to design, implement, and evaluate the learning process. For instance, in the preparation of teaching modules, students feel more prepared to become competent educators, capable of creating productive classroom interactions and utilizing technology to support innovative learning. The pedagogical competencies acquired also help them understand student characteristics, allowing for more effective adaptation of teaching methods.

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