



The Contribution of Teacher Pedagogical Competence to Children's Learning Interest in Taud At-Tartil

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ABSTRACT

Pedagogic competence is the ability to manage student learning which includes the teacher's understanding of student characteristics which also greatly influences children's interest in learning. From the teacher's pedagogical competence we can have and see a big picture of the ability of an educator to develop the abilities and potential of his students. The purpose of this discussion is to understand the importance of teacher pedagogic competence which can be a reason for students' interest in learning. Apart from that, with this competence educator are also able to provide appropriate learning for students to make it easier for them to accept new lessons and they can easily apply them in everyday life. The method used is literature review which seeks references from various books and journal articles in order to get the right theory so that conclusions are in accordance with the reality in the field. In addition to the literature, the research also conducted a source triangulation in order to obtain a research result that is relevant and in accordance with the conditions in the field. As for the results of his study, it can be said that the teacher's pedagogical competence is very influential on students learning interest, because there is a special understanding of the method and how to overcome and understand what the child wants. So we can conclude that an educator has an extraordinary responsibility, not only providing education they are also required to relearn and add insight about the world of education, especially for individual educators, especially in their competence. So that it can be a motivation for education and motivate student to always be enthusiastic in pursuing their goals and developing their potential.

Keywords: Competence, Interest Pedagogic, Motivation

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INTRODUCTION

In an education there are learning objects that become measuring instruments for the realization and creation of learning, including teachers, students and learning materials as well as other aspects that support the realization of learning (Asman dkk., 2023). Where in

a world of education apart from having a theory or learning material in order to realize efficiency in learning a teacher must have several supporting factors that become the basis for learning. In this case, the competence of a teacher has become a demand that should be owned by every educator (B. Beribe, 2023). The teacher's competence is personality competence, pedagogical competence, social competence, and also professional competence (Makniyah & Khotimah, 2023). These four things are the initial principles of creating an argument that someone deserves to be a teacher or is able to provide lessons to students.

In this case it is natural that a teacher must have a good personality and be able to understand students so that what the teacher says can be well received and become a lesson that can be applied by the student (Lumban Gaol dkk., 2023). In addition, a teacher must also be able to socialize in the environment of students, parents and guardians and even the surrounding community to assist in the development of an educational institution and most importantly a teacher must be able to be professional for what is his responsibility (Mustajab dkk., 2023). Therefore, we will discuss a little about the importance of a teacher's competence, especially what is the main focus in this discussion, namely the pedagogical competence of a teacher.

LITERATURE REVIEW

Teacher Pedagogical Competence

Referring to the regulation of the Government of the Republic of Indonesia Number 19 of 2005 concerning National Education Standards in the explanation of Article 28, paragraph (3), item a, it clearly describes that Pedagogic Competence is the ability to manage student learning, which includes understanding students, designing and implementing learning, evaluating learning outcomes, and developing students to actualize their various potentials (Roshayanti dkk., 2023). then management activities are needed (Ulum dkk., 2023). Teachers are expected to guide and direct curriculum development and learning effectively and supervise its implementation.

Pedagogical competence is a teacher's ability to manage learning. In order to achieve effective and efficient learning, management activities are needed. Teachers are expected to guide and direct curriculum development and learning effectively and supervise its implementation. Pedagogical competence must be possessed by every educator. In teaching, a person must reflect attitudes in accordance with what they teach to their students (Nurzen dkk., 2022). In line with this opinion, Susilo (2011: 115) explains that pedagogical competence is the teacher's ability to manage student learning, including preparing learning tools, implementing learning and evaluating learning.

Obtained the Operational definition of Pedagogic Competence, which researchers make the Free Variable of the study, based on these experts, Teacher Pedagogic Competence is the ability of Taud At-Tartil teachers to manage learning. in order to achieve effective and efficient learning, With its operational indicators (Fuadi & Mirsal, 2023):

- 1) Mastering the characteristics of students from physical, moral, spiritual, social, cultural, emotional, and intellectual aspects.
- 2) Mastering learning theories and educational learning principles.
- 3) Developing curriculum related to the subjects taught.
- 4) Organizing educational learning.
- 5) Utilizing information and communication technology for learning purposes.
- 6) Facilitate the development of students' potential to actualize their various potentials.
- 7) Communicate effectively empathically and politely with learners 8.
- 8) Organizing learning outcomes assessment and learning evaluation
- 9) Utilize the results of assessment with evaluation for the benefit of learning.
- 10) Taking reflective action to improve the quality of learning.

Learning Interest

According to Dr. Muhib Abdul Wahab, interest in learning is a tendency to give attention and action to people, activities or situations that are the object of that interest accompanied by feelings of pleasure (Suryaningsih, 2021). Hansen (in Susanto, 2013: 57) states that student interest in learning is closely related to personality, motivation, expression and self-concept or identification, heredity and external or environmental influences (Mutalib & Dylan, 2021). From some of the opinions of these experts regarding the definition of learning interest, it can be concluded that learning interest is a sense of pleasure, interest, and a high desire to learn which is seen as giving benefits and satisfaction to himself.

So that the operational definition of Student Learning Interest is a sense of pleasure, interest, and high desire from Taud At Tartil students towards learning which is seen as giving benefits and satisfaction to themselves (Mudinillah & Rizaldi, 2021). With indicators including 1) a feeling of pleasure from Taud At Tartil students towards learning, 2) a concentration of attention and thoughts from Taud At Tartil students towards learning, 3) a willingness to learn Taud At Tartil students, 4) a willingness from within Taud At Tartil students to be active in learning.

RESEARCH METHODOLOGY

The research method that researchers do is based on literature review of book and journal literature that has discussed a lot about learning procedures (Quantitative, Qualitative, and Combined Research Methods - Prof. Dr. A. Muri Yusuf, M.Pd., n.d.). Then it is compared with the facts that occur in the field regarding the phenomena that appear in relation to the pedagogical competence of teachers on student interest in learning.

For primary data, the author examines journals or books that discuss the theory of Moral Development according to Kohlberg, while secondary data is obtained from journals or supporting books that discuss moral development (Gusvita & Alon, 2021). For data collection, three stages are carried out. The first stage is the search and collection of moral development theories and moral development theories (Rahmah & Martin, 2022).

The second stage is sorting between the theory of moral development according to Kohlberg and the theory of development according to other experts. The third stage is specifically sorting out Kohlberg's developmental theory and its implementation of education (Afifah dkk., 2023). The last stage is analyzing the content, first data reduction, namely adjusting the theory to the topic of moral development according to Kohlberg, second presenting the data clearly, in detail and systematically on the theory that has been collected, finally drawing conclusions, drawing a common thread from the theory of moral development that has been discussed in the discussion.

RESULTS AND DISCUSSION

This research was conducted at TAUD At-Tartil Sukabumi as the results we found related to the contribution of teacher pedagogical competence to student interest in learning, among others:

Mastering the characteristics of students from the physical, moral, spiritual, social, cultural, emotional, and intellectual aspects of Taud At Tartil students.

Precisely at TAUD At-Tartil teachers and other educators have a very good understanding of the characteristics of students so that they are easily able to apply the talaqi method which is the main point at TAUD (Yennizar dkk., 2022). As a reason and a demand that must be owned by every educator unconsciously they learn and apply according to the circumstances and needs in the TAUD.

As a result of understanding the learners, the children are easily able to follow the teaching materials given well even though there are still one or two people who are a little behind (Amirudin dkk., 2022). But this is not an obstacle for educators they continue to try and learn so that what they achieve is achieved as expected.

From several aspects of understanding the characteristics of children, there are a few that make educators have to be extra in handling them (Muhammadong dkk., 2023). Because what they face is ages under the age of 7 years, sometimes there are incidents of children not being able to control their emotions. But still as educators they must be able to reduce all the obstacles that exist especially from students.

Taud At Tartil teachers master learning theory and educational learning principles.

It is a must that when we provide learning, we must indirectly understand and master the learning. In this case, educators at TAUD At-Tartil are required to have a memorized Al-Qur'an. Which is not only as an entry requirement but also as material that will be taught to students.

In this context, TAUD At-Tartil has a memorization target for educators, which is a minimum of memorizing 3 juz for the supervising teacher (Nadya dkk., 2022). Apart from the memorization they have, an understanding of the science of reading the Qur'an must also be mastered by educators.

This is done in order to facilitate the realization of the educational goals of TAUD At-Tartil and also as an easy way for educators to provide learning according to the established curriculum (Rahmah dkk., 2022). Any educational institution will not get out of the realm of education because they stand and run in educating students to become

better people. Therefore, after looking more deeply into the state of learning at TAUD, we see a lot of education applied to students.

Develop curriculum related to the subjects taught.

Apart from having to have competence, the teachers at TAUD At-Tartil also have the ability to compile, develop and realize the curriculum that has been prepared properly and neatly (Rohmalimna dkk., 2022) . So that learning is not stagnant but develops and runs according to the plan formulated at the beginning of learning. The discussion of the curriculum is a first step in determining the learning that will be carried out at the TAUD school, so this independent curriculum must be developed again so that it becomes better and feasible to apply to students whose age is still very young and a little difficult to direct. However, it is not a burden for TAUD when teaching and educating these children because they have been able to develop a standardized curriculum into a broad and appropriate learning media that is applied and does not have a saturating effect on students.

In the formation of a curriculum principal TAUD At-Tartil can already be said that they are an expert in their performance, especially in the creation and development of curriculum used in learning at school (Najeed dkk., 2022). Therefore, it is highlighted and the results obtained that the teacher's competence in terms of forming a learning curriculum can already be said to be professional.

Organizing educational learning.

At TAUD At-Tartil institutions apart from teaching the Qur'an they also teach about qur'ani character education. We can understand and conclude that the education that runs in the TAUD institution is all learning and education that educates and fosters character in accordance with the principles of the Qur'an and Hadith (Dianovi dkk., 2022). There they are taught in ethics towards teachers, towards learning and even ethics to parents and their friends when at home or wherever they are (Bojanic & Warnick, 2020). So that the learning that others understand about TAUD At-Tartil apart from learning the qur'an they also see the attitude and character taught to the students so that it also becomes an attraction to parents to send their children to TAUD At-Tartil.

Utilizing information and communication technology for learning purposes.

Information and communication technology are two things that today are the main media to support learning. Sometimes even if the child is well guided by just watching YouTube, they will get a learning theory because it is very easy at this time to access digital education (Safitri dkk., 2022). But it is not uncommon for an institution not to use technology as the main learning tool. On the other hand, if it is wrong to use technological tools, it will be a disaster for everyone who consumes it and makes it a habit. So there is a different uniqueness in this TAUD At-Tartil institution, where they only use a few technological tools that may be in their view safe to use for early childhood.

After coming to visit and make observations at the TAUD At-Tartil institution, they have not fully used information technology for learning purposes. It's just that they use some audio media to memorize the Qur'an with product settings that have been adjusted to the talaqi methods commonly used at the TAUD institution. They designed this audio so

well that children are able to memorize and follow it easily. There are even some parents who apply at home with all kinds of Al-Quran recitations both from the sound that always reverberates and from the child's spectacle so that this is very supportive in the development of children, especially in terms of memorizing the Qur'an. Memfasilitasi pengembangan potensi siswa At Tartil untuk mengaktualisasikan berbagai potensi yang dimiliki.

Developing the potential of children in any institution is a necessity that may become a monthly or annual agenda with the aim that educators can actualize the potentials possessed by students. So that what they harbor within themselves by providing proper facilities in developing it, the child should be even better and be able to apply it in everyday life. In this case the school must be able to become a place to develop children's talents and become a source of increasing the knowledge they have for future provision in life. Because in every individual every child usually has things that sometimes a teacher does not expect. Therefore, the task as an educator is to find out the talent and potential of the child so that it can be developed according to the child's ability.

The potential of students in TAUD At-Tartil is used as a guide in understanding and determining methods for these students. We can see, with the talents and abilities of the students, researchers see that their memorization abilities, especially in memorizing the Koran, are very good so that they can follow the talaqi method as expected and are able to achieve the predetermined memorization target. That way, we can conclude that the ability of the educators at TAUD is very good in overcoming a child's potential so that they can develop it and accommodate these potentials and make their students achieve the targets and goals of the institution and parents.

Communicate effectively empathically and politely with At Tartil students

In the world of education, there is a demand that every teacher or educator must have, one of which is being able to communicate with every layer of both students, institutions and the community in which there are also parents of students. The most important point is that when able to communicate with all circles it is appropriate to communicate well and politely and reflect the Qur'anic person. So that before being applied to students, preferably a teacher must have that. So after conducting a study at TAUD At-Tartil we found various examples of role models from the TAUD teachers. Both from attitude, speech and even from his friendliness to anyone. So this is an additional point for the community in choosing TAUD At-Tartil as a reference for children's schools. Especially in the field of morals in accordance with the teachings and rules of the Qur'an.

Organizing learning outcomes assessment and learning evaluation.

Assessment of learning outcomes is a result that has been achieved from a learner as an achievement obtained from learning carried out in an institution. So it is appropriate in every institution to have a learning evaluation and learning outcomes report. Without exception at TAUD At-Tartilpun at the end of each year conducts an assessment of learning outcomes and evaluation of learning. Which with this assessment educators are

able to see and improve and improve children's learning outcomes without coercion but the results obtained are maximum.

What distinguishes a learning outcome is what is the benchmark of the assessment itself which sometimes must have differences and characteristics of each. In TAUD At-Tartil the learning outcomes are in accordance with the curriculum that has been compiled at the beginning of learning and the achievement is adjusted to the curriculum. So that whether or not the students achieve it becomes an evaluation of learning for the coming year.

Utilizing assessment results with evaluation for learning purposes.

The final assessment is a final peak of the success of both students and educators. This shows that each educational institution has different portions and rules regarding determining the assessment of its students. In the research conducted at TAUD At-Tartil, it was found that the results of the learning that had been done were used as revision or evaluation material for the coming year's teachings. Whether it is added or reduced the target haalannya all depends on the final results of the achievement of the students.

In TAUD At-Tartil learning the Qur'an is a major learning that even in this institution is specialized in terms of understanding, and memorizing the contents and content of the Qur'an. So they race on the results of previous student learning in determining learning in the following year. Part of the curriculum staff is always looking for ways so that the goals that have been prepared become an initial plan in developing children's talents, especially in terms of memorizing the Qur'an. Therefore, teaching teachers are required to be more painstaking in giving value to students in accordance with the reality in the field. To support the performance of academics in structuring learning.

Taking reflective action to improve the quality of learning.

A purification in the scope of learning is an aspect that must be done as well. With the power so that children are able to refresh their minds and resume learning with new enthusiasm. For example, rihlah activities are usually carried out once a month. In addition to providing refreshment for students. Teachers also feel renewed after these activities.

The results obtained from these reflective activities are that children do not feel bored with the education they are undergoing. So we can understand that in TAUD At-Tartil, every teaching staff is required to be able to master the characteristics of children and also master the teaching materials that have been previously curricula. So that the educational objectives run smoothly and achieve perfect expectations.

This research was conducted at TAUD At-Tartil Sukabumi where this institution prioritizes methods that are not done by others so that the uniqueness of the method is a target for researchers to explore and understand from other aspects apart from the application of the method. In every education, teachers are required to be able to master various things, especially in the field of learning that he holds and his understanding of students (Setiyowati & Winaryati, 2017). Therefore, it is very necessary for the competence of each educator.

First, educators must be able to understand and master the characteristics of students from physical, moral, spiritual, social, cultural, emotional, and intellectual aspects. Because this is an important aspect that must be considered first so that we are easy in determining the direction of teaching students. The second is mastering learning theories and educational learning principles, this is a major thing because teachers teach, therefore a teacher is required to be smart in the aspect of theory and material to be taught. The third is that a teacher must be able to develop a curriculum related to the subjects he teaches. The curriculum that is made is only a big picture so that it is the teacher's job to open wide his insight and find out how to develop the existing curriculum so that children are enthusiastic about learning and the main objectives are realized with maximum results. The fourth is organizing educational learning. There is no need to explain that this is appropriate because the nature of a teacher is to teach good things. The fifth is utilizing existing technology in accordance with its aspects that it is clear that today's children are smarter than their parents in playing social media. This is a homework for teachers how to keep their children from being contaminated. So here we also involve the attention of their parents to control and limit the use of unnecessary social media.

We can understand from the explanation above that a teacher is indeed required not only to be able but with their mastery of the material they teach. So that beyond the importance of the level of education for a teacher experience and insight into the scope of their learning is also very necessary to sustain and support the effectiveness of learning. In this TAUD, teachers who teach must be able to understand the Qur'an at least in terms of memorization they must be higher than the learning targets listed in the institution's curriculum. The important thing that teachers in the early childhood education program must master is their mastery of pedagogical skills or their understanding of the characteristics of the children they guide.

There are several aspects that support student interest in learning, including interest in understanding learning. The case is that most children who enter TAUD start from the parents' desire for their child to become a tahfidz so that not many children who study at TAUD do not reach the target achievement due to lack of desire or interest in learning. The second is attention in learning. This is also a support for the realization of learning achievements apart from the attention of teachers and children as well as the attention of parents in terms of murojaah or repetition of memorization. So that what they learn at school will be remembered. The third is motivation from the closest person, which is present from the child's parents or the child's family (Silvia & Rakhmawati, 2021). Obviously, we can see with the naked eye that the influence of the family environment is something that dominates from all aspects that can affect the enthusiasm of the child, especially in terms of understanding learning. And finally back to the teacher's ability. We can understand this if the child is smarter than the teacher then they will not be interested in learning and underestimate the educator. Therefore, teachers must have high knowledge and intellect, especially in the field of the Qur'an. In fact, because this is a special concern, the institution makes qualifications for teachers who will or want to join teaching staff, one of which is seen from the level of memorization achievement.

So we can understand that in TAUD At-Tartil, every teaching staff is required to be able to master the characteristics of children and also master the teaching materials that have been previously curated. So that the educational objectives run smoothly and achieve perfect expectations.

CONCLUSION

Based on the researcher's findings, as an independent variable, the pedagogical competence of Taud At-Tartil teachers has a strong positive correlation with Taud At-Tartil Students' Learning Interest, as the research dependent variable. Pedagogical competence is an ability of Taud At-Tartil teachers in understanding the characteristics of their students within the scope of learning. Children's learning interest is also very influential on the understanding or the speed of memorizing the Qur'an at TAUD At-Tartil. The main thing that becomes the task of a teaching staff is the intelligence of education and memorization that must be qualified in order to become an encouragement and encouragement for students in understanding and memorizing the verses of the Qur'an.

With the rise of obsession with memorizing the Qur'an, this institution is a place in the formation of children who are experts in the Qur'an because of the application carried out at an early age or at a time when children are still in their golden age, especially in the education of their creed and morals. Because the good and bad of children when they grow up depends on how painstaking parents are in educating, choosing the right school and controlling the child's education.

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