

The New Curriculum in the Indonesian Educational System: Can Islamic Teachers Teach Better?

Syabuddin Gade^a, ^aFaculty of Education and Teacher Training, Vice Chancellor of State Islamic University (UIN) Ar-Raniry, Aceh, Indonesia, Associate Professor of Islamic Education, Email: syabuddin@ar-raniry.ac.id

This paper makes a real and unique contribution of knowledge. The new curriculum in Indonesia has created debates among teachers, including Islamic teachers. To enhance the quality of education, the government of Indonesia has established a new curriculum, publicly known as the 2013 Curriculum. This curriculum is clearly designed to enhance pupils' understanding. The curriculum has several aims, like allowing the teacher to arrange learning plans, increasing pedagogic competence, and facilitating learning evaluation. Those main attributes are expected to be possessed by Islamic teachers, who will be able to teach better. These aims, however, have produced a new problem, which was not expected by the new curriculum. To address this, researchers have conducted research in the Province of Aceh, and involved a number of school masters as the first data resources. This research has used a qualitative method with an educational approach. The main instruments used in this research were interview and observation.

Key words: *New Curriculum, Indonesia Educational System, Islamic Teacher.*

Introduction

This article has explored the new curriculum of the Indonesian educational system, publicly recognised as 2013 Curriculum. In spite of creating a new method of teaching, the 2013 Curriculum has brought a new problem for Islamic teachers. The main problem is teacher competence in light of the 2013 Curriculum, and the problem of pedagogical competence (Hakim, 2015; Lauermann & König, 2016; Mirzagitova & Akhmetov, 2015; Zainuddin & Perera, 2019; Asimirana, S & Ismail, I.A, 2019).

The pedagogic competence of teachers is one of the important aspects that must get serious attention from the government to support the quality of education in Indonesia (Duhri, 2019). The achievement of higher education quality and the potential development of students requires

continuous effort. The effort to achieve quality education must be accompanied by various elements of quality education as well. The pedagogic competence of teachers is one of the supporting elements in improving the quality of Indonesian education that must be developed and continuously improved (Agung, 2018; Sulaiman, 2016; Suryadarma & W, Gavin Jones, 2013).

Strategic efforts to improve the quality of education have been carried out by the government through legislation on teachers and lecturers. Thus, Habibullah states that improving the quality of education is a long-term human capital investment, which has strategic value. Pedagogical teachers are a starting point for advancing Indonesian human capacity, as legislated in the Act Number 14 of 2015 on the Teachers and Lecturers. This Act has also created the supporting regulations, including Government Regulation Number 18 of 2007 concerning Teachers (Habibullah, 2017; Maba et al., 2018; Rosser & Mohamad Fahmi, 2018; Siddiq Armia, 2018b, 2018a).

The implementation of these policies has aimed to improve the quality of Indonesian education. In addition, the policy also has implications for the government and teachers personally for the development of teacher's pedagogical competencies so that all subject teachers as well as *Pendidikan Agama Islam-PAI* (Islamic Education) teachers can carry out the teaching process optimally. Related to Islamic education, Saragih explained that improving the quality of education graduates involves improving the quality of the teaching and learning process (Bruno & Dell'Aversana, 2018; Lawrence & Tar, 2018; Saragih, 2008). Furthermore, based on research conducted in Ingin Jaya Junior High School 3 of Aceh Besar District, Balqis stated that the success of education can be seen from the quality of the teaching and learning process in the classroom (Balqis et al., 2014; Pritchard, 2013). Pedagogic competence is urgent in improving the quality of the learning process, especially improving the quality of the *PAI* learning process in the implementation of the 2013 curriculum in the province of Aceh.

In this regard, Mulyasa explained that teachers must realise that learning has a very complex nature, involving pedagogical, psychological, and other aspects simultaneously (Biggs, 2011; Mulyasa, 2014). Likewise, in the *PAI* learning process in MAN, those teachers are expected to be able to understand these three aspects so that the *PAI* learning process in MAN in Aceh can be carried out successfully.

Pedagogic competence of *PAI* teachers is crucial for success in the teaching and learning process and has implications for the quality of *PAI* learning in Madrasah. Supriadie has argued that competent teachers have correlated significantly with student learning outcomes. Supriadie also stated that optimum achievement will be determined by the competent and professional teacher (Opfer & Pedder, 2011; Supriadie, 2012). The quality of *PAI* learning in Madrasah is influenced by the quality of the *PAI* teacher's competence. For this reason, *PAI* teachers can

develop pedagogic competencies, and can improve the quality of PAI learning (Masino & Niño-Zarazúa, 2016; Sallis, 2014).

In fact, the pedagogical competence of PAI teachers in Aceh are still less competent, including in the context of the 2013 curriculum. This has resulted in the decreased quality of PAI learning in MAN in Aceh. Research results have shown only 4.08% of Islamic Religious Education (PAI) teachers have effective teaching competence (Muslim RCL, 2013; Singer & Stoicescu, 2011; Struyven, K., Blicke, Y. & De Roeck, 2014).

In terms of PAI learning process, Safitri has also released her research result. She has stated that the competence of PAI teachers in Aceh is still inadequate to support the new curriculum. The exact percentage data is not presented. This is the problem of PAI teacher pedagogical competence in the province of Aceh. The government is expected to take strategic steps to develop pedagogic competencies of PAI teachers in the province of Aceh (Safitri, 2017; Suciu & Mata, 2011). The Central and Provincial government of Aceh should develop pedagogic competencies of PAI teachers, who are teaching in MAN (Senior High School) in Aceh Province. The pedagogical development at least can carry out professional teaching assignments, and also improve the quality of PAI learning in MAN of Aceh Province.

Therefore, based on the above background, there are three main discussion that will be explored in this article. *First* is the ability of the teacher to arrange an Islamic Education Learning Plan (RPP) according to the 2013 curriculum at the MAN in the province of Aceh. *Second* is the ability of teachers to carry out the learning of Islamic Religious Education (PAI) according to the 2013 MAN curriculum in the province of Aceh. *Last* is the ability of teachers to evaluate the learning of Islamic Religious Education (PAI) in accordance with the 2013 curriculum at MAN in Aceh province.

Research Method

The research method used in this research is a qualitative method in education (McMillan & Schumacher, 2010; Mertens, 2014; N.C. & Thanh, 2015; Punch & Oancea, 2014). The subject of this research is the subject or informant who is considered capable of providing in-depth information related to the research being carried out. The subject is in the three districts/cities of Aceh province, namely: *Madrasah Aliyah Negeri-MAN* (Senior High School) 1 South Aceh, MAN 1 Pidie Jaya, and MAN 1 Kota Langsa, which were found by purposive sampling, and consist of 3 Heads of Madrasah, and 6 PAI teachers. Data collection techniques are carried out with interviews, observation and documentation (G. Allen, 2019; Kegler, 2019; Kyza et al., 2019), while the analysis uses a descriptive approach.

Research Finding

The pedagogic competence of PAI teachers in Aceh in this study includes three aspects: the ability of PAI teachers in preparing *Rencana Pelaksanaan Pembelajaran-RPP* (Learning Plans), the ability to implement PAI learning, and the evaluation of PAI learning. The pedagogic competence of PAI teachers in MAN in Aceh in the aspect of Learning Plans (RPP) as a whole has been effective, although there are also PAI teachers in MAN who are still less competent in preparing PAI learning plans in accordance with the 2013 curriculum.

Some PAI teachers have inadequate competence in the preparation of RPP. Thus, the development of the pedagogic competencies of PAI teachers in MAN in Aceh province is insufficiently understood amongst teachers. Some PAI teachers at MAN in the district/city level still never participate in the RPP training of the PAI. This obligatory training was stated in the 2013 curriculum. These factors have caused a decline in the quality of the PAI learning process.

Furthermore, the pedagogical competence of PAI teachers in MAN in Aceh province can be mentioned as relatively good or effective. It was found that PAI teachers serving in MAN Aliyah have had effective pedagogical competencies, in regard to the implementation of PAI learning in accordance with the planned RPP. Other indicators that point to the pedagogical competence of PAI teachers in MAN in Aceh province include:

1. Skills in providing opening and closing PAI learning;
2. Questioning skills;
3. Reinforcement skills;
4. Skills in using a variety of PAI learning methods.

However, special skills in aspects of media learning are still incompetent. So far, through the information obtained and in-depth observation, PAI teachers very rarely have to use media learning, including social media and IT equipment (Hinostroza, 2015; Valtonen, 2015). The media learning will be used only in the obligatory handbook.

Furthermore, PAI teachers have significant competence in evaluating PAI learning at MAN in Aceh Province. Therefore, the PAI teacher of MAN in Aceh Province has conducted the learning evaluation, based on the 2013 curriculum. But there are still a few numbers of PAI teachers not evaluating PAI learning correctly, and not obeying the guidance of the 2013 curriculum. Because PAI teachers have still found conduct subjective in evaluating. The indication is from answer sheet, which have not been returned. Based on the 2013 curriculum, the answer sheet should be returned to pupils. Unfortunately, most of teachers have still kept the answer sheet.

Based on the above background, the author will explore several discourses that have happened after the implementation of the new curriculum of the Indonesian educational system, including Teacher Competence in arranging Learning Plans (RPP), Pedagogic Competence of Teachers toward Implementation of PAI Learning, and Teacher Competence toward Learning Evaluation.

Teacher Competence in Arranging Learning Plans (RPP) of PAI at MAN in Aceh

PAI is a group of Islamic religious subjects, contained in the curriculum in education units. PAI learning is very unique. It has different characters from other general subjects, taught in MAN of Aceh province. PAI learning should be carried out systematically, on target, and with learning objectives supported by proper teaching plan. Learning activities have required regular and systematic arrangement relating to the specific achievement. In addition, analysis, estimation, consideration and decision making are also related to actions that must be carried out. Thus, goals/competencies can be achieved in accordance with expectations (Albert & Alwi, 2019; Park et al., 2019; Supriadie, 2012).

The preparation of the RPP of PAI must prepare in a simple manner, by determining the competencies students will achieve after the PAI learning process. This is based on information obtained from MAN in Aceh Province. What students want to achieve is outlined in the learning objectives, and what materials must be learned and the learning methods used are also prepared in accordance with the way students learn it. Finally, it finally evaluates the learning progress of students. This explanation illustrates that the learning activities carried out are deliberately prepared in the form of teaching planning. This teaching preparation is an integral activity of the learning process at school (Downton, 2018; Sulaiman, 2017a).

Based on the information obtained by the PAI teacher who served on the MAN in Aceh, the PAI Learning Plan (RPP) was in line with the 2013 curriculum requirements. In general, PAI teachers have explained that the RPP was carried out at the beginning of school program, and that when teaching and learning process started, the teacher and student must use it. The information was justified by the school master of MAN at the beginning of the semester. There was a check on the readiness of the teacher in carrying out the teaching and learning process, especially the RPP prepared by the teacher. Thus, based on information obtained from the school master of the MAN in Aceh Province, the pedagogic competence of PAI teachers in arranging the PAI Learning Plan for MAN in Aceh is relatively effective but inadequate. As mentioned, overall PAI teachers have good competence in the aspect of RPP arranging. However, there are also some PAI teachers who do not have effective pedagogic competence in the preparation of RPP.

One of the interviewees explained that the decreasing quality of the PAI teachers, including their ability in preparing RPP, was caused by several factors. The first is that training PAI teachers to draft RPP is rarely carried out. The second is that government policies related to curriculum changes in Indonesia often occur, causing teachers to be confused in developing their competencies. The last is that the socialisation of RPP development is very rarely done by the Education Department. Thus, to solve those problem, the school master of MAN in the province of Aceh continuously develops the competencies of PAI teachers related to the development of the ability to develop RPP. The effort was carried out through a group of subject teachers. This is done to develop pedagogic competencies of PAI teachers so that they can carry out a quality teaching and learning process.

PAI learning should be supported by teachers, who have good pedagogic and quality competency. The qualified teachers are the teachers who can inspire. The inspiring teachers are the teachers who have the ability to transfer their knowledge and be the role model for their students. Thus, the teachers can influence student attitudes, and motivate students. Teachers have to engage the passions of students, and be able to create exciting and conducive learning environments (García-Moya et al., 2019; Jabaliah, 2017; Kouzes & Posner, 2018). Likewise, teachers of the PAI subject should be more progressive in developing pedagogic competencies in developing RPP, so that they can implement a quality PAI learning process in accordance with the 2013 curriculum.

The pedagogic competence of PAI subject group teachers have consisted of Fiqh (Islamic Jurisprudence), Al-Qur'an and the Sunna, Islamic Cultural History, and Aqeda and Akhlak (Morality). Those pedagogical competencies have been effective. It was mentioned that, because it was based on the information gathered through various sources of research, the PAI subject group teachers at the MAN in Aceh province had effective pedagogic competence. There are five indicators stating that PAI subject group teachers have pedagogic competencies. First is that teachers carry out the learning plan (RPP) of PAI. Second is that the teacher corrects RPP. Third is that teachers carry out the teaching tasks effectively. The fourth involves managing learning several subjects, including Fiqh, Al-Qur'an and Hadith, Islamic Cultural History, and Aqedah and *Akhlak* (Morality), effectively. Last is that PAI teachers at MAN in Aceh Province arrange RPP. Arranging the RPP of PAI correctly also indicated that PAI teachers have effective competencies. Based on information obtained from the school master of the MAN in Aceh Province, the ability of PAI teachers to make Learning Plan (RPP) of PAI is sufficient. However, there are still some teachers who have shortcomings in the aspects of the preparation of the RPP, so that it still needs to be carried out in a sustainable development.

In line with pedagogic competence, teachers must relate to the preparation of RPP. RPP has developed in accordance with what was stated in the syllabus. The RPP has also advanced the conditions in the education unit, covering the ability of students, their interest, learning

motivation, talent, potential, emotional abilities, and learning styles (Ambite, J.L., Knoblock & Minton, 2000; Rice et al., 2008; Widarto, 2014). Thus, efforts to support the implementation of effective learning are in accordance with the 2013 curriculum, including the learning process of Fiqh, Al-Qur'an and Hadith, Islamic Cultural History, and Aqedah and *Akhlak* (Morality). Those subjects have contained in the curriculum at MAN in Aceh province, and must be carried out in accordance with the applicable curriculum of teachers of the PAI subject group.

As professional teachers of PAI subjects, they are expected to be able to prepare effectively an RPP before teaching. The ability to prepare RPP is an indicator of professionalism of PAI teachers. Professional teachers must able to develop a good, logical and systematic RPP, and easily implement a learning plan. RPP has developed professional accountability in teachers as educators (Murray & Male, 2005; Virmani, 2019). Thus, teachers can account for what they have been doing (Mulyasa, 2007; Whitty, 2017). The ability of PAI subject group teachers consisted of Fiqh, Al-Qur'an and Hadith, Islamic Cultural History, and Aqedah and *Akhlak* (Morality) in RPP, reflect PAI pedagogical competence. Therefore, PAI teachers are expected to have effective competence in arranging RPP in order to be able to carry out PAI learning effectively.

The Pedagogic Competence of Teachers Towards the Implementation of PAI Learning Based on the New Curriculum

The implementation of learning is the implementation RPP. It has been compiled by the teacher logically, systematically, and in accordance with the determined competencies. The effectiveness of the PAI learning process has determined the quality of the lesson plans, prepared by the teacher. The implementation stage of this learning activity has marked the involvement of students in the management of learning activities. The involvement of these students is related to their duties and responsibilities in organising learning activity programs. The task of these students is learning. Their responsibilities include participation in fostering and developing learning activities that have been agreed and established together during program preparation (Nata, 2011; Schmeck, 2013).

The pedagogic competence of PAI teachers at MAN in Aceh have had an effective pedagogic competency. This information has come from various sources of data. It also has referred to several indicators included in the pedagogic competence of PAI teachers; ability to manage learning, ability to understand students, ability to develop RPP, ability to build effective learning interactions, and the use of scientific learning approaches. However, based on information from one of school master of madrasah, there were still some PAI teachers who lacked competence in managing learning (School Master of MAN South Aceh 2018, pers. Comm., 25 July).



The other school master of Madrasah stated that the teacher competency of the PAI teacher subject group was relatively effective. The ability to manage the learning can be seen from the skills of PAI teachers in the learning process, preparation of learning used, preparation of lesson plans, the use of various teaching methods, teaching approaches, and the ability to create conducive PAI learning situations. However, there are still those who still have less ability and must be supported by teacher competency development programs (School Master of MAN Kota Langsa 2018, pers. Comm., 29 July).

Beside the ability to manage learning process, PAI teachers are also required to possess material mastery skills. This is in line with Ahmad Rahani's explanation that the teacher must have a round and new knowledge base on the knowledge taught (Lewis & Holloway, 2019; Philipsen, B. et al., 2019; Rahani, 2010). Furthermore, the teacher must have the ability to manage PAI learning well to develop a humanist and conducive learning situation. Humanistic classroom situations can be built by creating an enabling environment, both physical and nonphysical (K. P. Allen, 2010; Davis et al., 2012; Sulaiman, 2017b). Related to these skills, based on the information compiled, PAI teachers at MAN in Aceh also have mastery skills in teaching materials and skills in developing humanist and conducive learning situations.

Furthermore, the competency of the PAI teachers in learning management is on the right track. However, there are still some weaknesses in need of review. This information, in line with the results of observations, is still found by a number of teacher groups of subjects who do not have effective competence in the management of PAI learning, while some other teachers have effective PAI learning management competencies (Observing the learning process in MAN Pidie Jaya, 17 July 2018).

However, there are also some PAI subject group of teachers who do not have the ability to manage learning effectively. Therefore, the madrasah currently has continued to make efforts in developing teacher competencies, which are related to learning management capabilities. Teachers can build a quality PAI learning process. The following table illustrates the pedagogic competency of PAI subject group teachers in MAN in Aceh province, the academic year of 2017/2018.

Table 1: Competence of Managing PAI Learning

No	Observed Competence	Information	
		Yes	No
1	Ability of Learning Managing	√	
2	Ability of Teaching in accordance with RPP		
3	Ability of understanding the characteristics of students	√	
4	Ability of creating conducive learning situation	√	
5	Ability of using various learning methods	√	
6	Ability of using scientific learning approach	√	
7	Ability of using learning source	√	
8	Ability of using learning media		√

The table shows teacher competence in managing PAI learning. The pedagogic competence of the PAI subject group teachers at the MAN in Aceh province in the table above is summarised from the information obtained in the research objects. The table contains overall information about the ability of PAI subject group teachers to teach in accordance with the RPP, which has been effective regarding the effective management skills of PAI teachers in MAN in Aceh. While there are still shortcomings, the pedagogic competence of the teachers in the subjects and teaching groups in accordance with the 2013 curriculum has been effective overall.

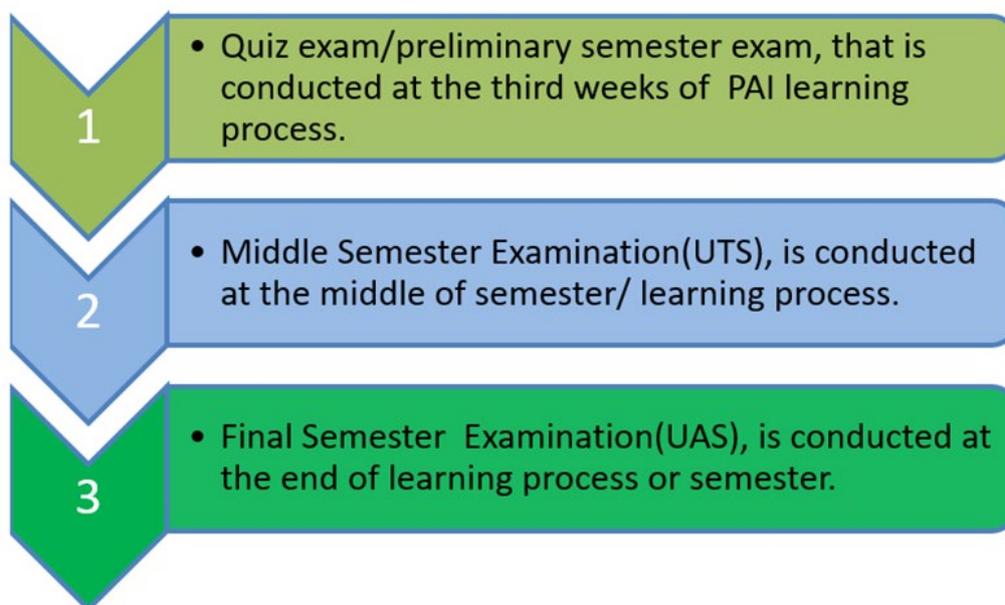
The school master of the MAN has explained that the pedagogic competence of PAI teachers is one of the important components. This competence has supported the improvement of the quality of PAI learning in MAN in Aceh, including the implementation of the new curriculum. Explaining skills is one of the important competencies in the learning process. To develop pedagogic competencies of PAI teachers at MAN in Aceh, provincial government has to trigger the Department of Education, and also the madrasah level independently. The governmental role can develop teaching skills in accordance with the new curriculum (Ainscow & Sandill, 2010; Kaiser, 2014; Sulaiman, 2015).

Teacher Competence Toward Learning Evaluation of PAI at MAN in Aceh

The ability to evaluate learning is one of the pedagogic competencies that must be possessed by PAI teachers. One of the competencies that must be mastered is learning evaluation. This competence is in line with the duties and responsibilities of a teacher in learning evaluation. It covers evaluating learning, as well as carrying out an assessment of learning processes and outcomes. Competency must be in line with the teacher capacity assessment instrument, including the indicators of learning evaluation. Teachers are expected to own an effective competency in the evaluation aspects of PAI learning (Arifin, 2012; Gardner, 2012; Huang & Chiu, 2015).

PAI teachers are expected to relate the learning evaluation system in accordance with the new curriculum. The assessment of the learning process has used an authentic assessment approach, which evaluates a student's readiness, process, and learning outcomes as a whole. The integration of the assessment of the three components will describe the capacity, style, and learning achievement of students. They will have ability to produce instructional effects on aspects of knowledge and the nurturant effect on attitude (Antoniou et al., 2013; Peraturan Menteri Pendidikan dan Kebudayaan Nomor 22 Tahun 2016 tentang Standar Proses Pendidikan Dasar dan Menengah, 2016).

Evaluation Program at MAN in Aceh



The information from PAI teachers has shown that most teachers have effective pedagogic competence. PAI subjects observed here consisted of Fiqh, Al-Qur'an and Hadith, Islamic Cultural History, and Aqedah and *Akhlak* (Morality). The effectiveness of pedagogical

competence is indicated from: (1) PAI Learning Planning (RPP), (2) PAI Learning Implementation, and (3) PAI learning evaluation. Nevertheless, it is necessary to support a training program for the development of pedagogic competencies to improve the quality of Islamic Education (PAI) in the province of Aceh (Angeli & Valanides, 2013; Arinto, 2013; Carril et al., 2013).

Conclusion

The new curriculum, called the 2013 curriculum, has not only created a new method of teaching, but also a new problem for Islamic teachers as well. The younger teacher will easily adjust with the new system of learning, chiefly using information technology (IT) as the main method of teaching. But the elderly teacher will face a serious problem in using IT equipment. This problem has stalled the improvement of most elderly teachers. Another serious problem has occurred with the evaluation system. Most teachers are reluctant to return the answer sheet. Thus, the student does not know in which subject they should concentrate on to improve.

In terms of teacher competence, pedagogic competence is one of the competency aspects that must be had by all teachers, including Islamic Religious Education (PAI) teachers. There are three important aspects related to the pedagogic competence of PAI teachers, they are: the ability to develop a Learning Plan (RPP), the implementation of PAI learning, and the ability to evaluate PAI learning. Overall, PAI teachers who work in the MAN in Aceh have effective pedagogic competence: the teacher makes a PAI learning plan in the form of RPP, has the skills to explain the subject matter effectively, and possesses the skills to build interactions between PAI learning, and to use a variety of methods and learning media. However, there are also some PAI teachers who do not have effective pedagogic competence. The development of pedagogic competencies of PAI teachers at MAN in Aceh Province is carried out through training. The aims are to develop and improve the quality of PAI learning. However, currently the development of pedagogic competency training for PAI teachers is very rare, even though PAI teachers are still found to have never participated in teacher competency development programs conducted by the Religion Ministry in Aceh. The development of pedagogic competence of PAI teachers has implications for improving the quality of teaching PAI in accordance with the 2013 curriculum.

REFERENCES

- Agung, L. (2018). Character Education Integration in Social Studies Learning. *Historia: Jurnal Pendidik Dan Peneliti Sejarah*, Vol. 12, No. 2, pp. 392–403.
- Ainscow, M., & Sandill, A. (2010). Developing Inclusive Education Systems: the Role of Organisational Cultures and Leadership. *International Journal of Inclusive Education*, Vol. 14, No. 4, pp. 401–416.
- Albert, I. A., & Alwi, N. A. (2019). Building Teachers'intercultural Communication Competence in the Digital Era. *Proceeding IAIN Batusangkar*, Vol. 3, No. 1, pp. 179–182.
- Allen, G. (2019). Using Educational Data Mining to Identify and Analyze Student Learning Strategies. *Proceedings of the 52nd Hawaii International Conference on System Sciences*.
- Allen, K. P. (2010). Classroom Management, Bullying and Teacher Practices. *Professional Educator*, Vol. 34, No. 1, pp. 148-157.
- Ambite, J.L., Knoblock, C. A., & Minton, S. (2000). *Learning Plan Rewriting Rules*. AIPS.
- Angeli, C., & Valanides, N. (2013). Technology Mapping: An Approach for Developing Technological Pedagogical Content Knowledge. *Journal of Educational Computing Research*, Vol. 48, No. 2, pp. 199–221.
- Antoniou, A.-S., Ploumpi, A., & Ntalla, M. (2013). Occupational Stress and Professional Burnout in Teachers of Primary and Secondary Education: The Role of Coping Strategies. *Scientific Research an Academic Pubisher, Psychology*, Vol. 4, No. 3, pp. 349.
- Arifin, Z. (2012). *Evaluasi Pembelajaran. Cet. II*. Direktorat Jenderal Pendidikan Islam Kementerian Agama.
- Arinto, P. . (2013). A Framework For Developing Competencies in Open and Distance E-Learning. *The International Review of Research in Open and Distributed Learning*, Vol. 14, No. 1, pp. 167–185.
- Asimirana, S & Ismail, I.A. (2019). Exploring Critical Success Factors in the Governance of Malaysian Public Universities, *International Journal of Innovation, Creativity and Change*, Vol. 9 , No. 12, pp. 268-282.

- Balqis, P., Ibrahim, N. U., & Ibrahim, S. (2014). Kompetensi Pedagogik Guru dalam Meningkatkan Motivasi Belajar Siswa Pada SMPN 3 Ingin Jaya Kabupaten Aceh Besar. *Jurnal Administrasi Pendidikan Pascasarjana Unsyiah*, Vol. 2, No. 1, pp. 33.
- Biggs, J. . (2011). *Teaching for Quality Learning at University: What the Student does*. McGraw-Hill Education.
- Bruno, A., & Dell'Aversana, G. (2018). Reflective Practicum In Higher Education: The Influence of the Learning Environment on the Quality of Learning. *Assessment & Evaluation in Higher Education*, Vol. 14, No. 3, pp. 462–487.
- Carril, P. C. M., Sanmamed, M. ., & Sellés, N. . (2013). Pedagogical Roles and Competencies of University Teachers Practicing in The E-Learning Environment. *The International Review of Research in Open and Distributed Learning*, Vol. 14, No. 3, pp. 462–487.
- Davis, H. A., Summers, J. J., & Miller, L. . (2012). *An Interpersonal Approach to Classroom Management: Strategies for Improving Student Engagement*. Corwin Press.
- Duhri, S. (2019). Social Engineering Through Education Law A Comparative Analysis Of Cultural Policies Between The Dutch And Indonesian Central Government. *PETITA: Jurnal Kajian Ilmu Hukum Dan Syariah*, Vol. 4, No. 1, pp. 86–101.
- Downton, M. P. (2018). *Preparation for Future Teaching: Authentic Activities in a Teacher Education Classroom. Innovative Practices in Teacher Preparation and Graduate-Level Teacher Education Programs*. IGI Global.
- García-Moya, Irene, B., Fiona, C., & Moreno. (2019). Humanizing and Conducive to Learning: an Adolescent Students' Perspective on The Central Attributes of Positive Relationships with Teachers. *European Journal of Psychology of Education*, Vol. 35, No. 1, pp. 1–20.
- Gardner, J. (2012). *Assessment and Learning*. Sage.
- Habibullah, A. (2017). *Kompetensi Pedagogik Guru. Cet. I*. Puslitbang Pendidikan Agama dan Keagamaan.
- Hakim, A. (2015). Contribution of Competence Teacher (Pedagogical, Personality, Professional Competence and Social) on the Performance of Learning. *The International Journal of Engineering and Science*, Vol. 4, No. 2, pp. 1–12.
- Hinostroza, J. . (2015). *New Challenges for Ict in Education Policies in Developing Countries: The Need to Account for the Widespread Use of Ict for Teaching and Learning Outside the School. ICT-Supported Innovations in Small Countries and Developing Regions*. Springer.

- Huang, Y.-M., & Chiu, P.-S. (2015). The Effectiveness of a Meaningful Learning-Based Evaluation Model for Context-Aware Mobile Learning. *British Journal of Educational Technology*, Vol. 46, No. 2, pp. 437–447.
- Jabaliah. (2017). Profesionalisme Guru Dalam Peningkatan Kualitas Pembelajaran Fisika. *Prosiding Seminar Nasional MIPA III. Langsa-Aceh*.
- Kaiser, F. (2014). *Higher Education Policy: An International Comparative Perspective*. Elsevier.
- Kegler, M. . (2019). Study Design and Use of Inquiry Frameworks in Qualitative Research. *Health Education & Behavior*, Vol. 46, No. 1, pp. 24–31.
- Kouzes, J. M., & Posner, B. . (2018). *The Student Leadership Challenge: Five Practices for Becoming an Exemplary Leader*. John Wiley & Sons.
- Kyza, E. A., Georgiou, Y., Souropetis, M., & Agesilaou, A. (2019). Souropetis, M., & Agesilaou, A. (2019). Collecting Ecologically Valid Data in Location-Aware Augmented Reality Settings: A Comparison of Three Data Collection Techniques. *International Journal of Mobile and Blended Learning (IJMBL)*, Vol. 11, No. 2, pp. 78–95.
- Lauermann, F., & König, J. (2016). Teachers' Professional Competence and Wellbeing: Understanding the Links Between General Pedagogical Knowledge, Self-Efficacy and Burnout. *Learning and Instruction*, Vol. 45, pp. 9–19.
- Lawrence, J. E., & Tar, A. . (2018). Factors That Influence Teachers' Adoption and Integration of Ict in Teaching/ Learning Process. *Educational Media International*, Vol. 55, No. 1, pp. 79–105.
- Lewis, S., & Holloway, J. (2019). Datafying the Teaching 'Profession': Remaking the Professional Teacher in the Image of Data. *Cambridge Journal of Education*, Vol. 49, No. 1, pp. 1–7.
- Maba, W., Perdata, I. B. K., Astawa, I. N., & B.N., M. (2018). Conducting Assessment Instrument Models for Teacher Competence, Teacher Welfare as an Effort to Enhance Education Quality. *International Research Journal of Management, IT and Social Sciences (IRJMIS)*, Vol. 5, No. 3, pp. 46–52.
- Masino, S., & Niño-Zarazúa, M. (2016). What Works to Improve the Quality of Student Learning in Developing Countries? *International Journal of Educational Development*, Vol. 48, pp. 53–65.



- McMillan, J. H., & Schumacher, S. (2010). *Research in Education: Evidence-Based Inquiry, MyEducationLab Series*. Pearson.
- Mertens, D. . (2014). *Research and Evaluation in Education and Psychology: Integrating Diversity with Quantitative, Qualitative, and Mixed Methods*. Sage publications.
- Mirzagitova, A. L., & Akhmetov, L. G. (2015). Self-Development of Pedagogical Competence of Future Teacher. *International Education Studies*, Vol. 8, No. 13, pp. 114.
- Mulyasa. (2007). *Kurikulum Tingkat Satuan Pendidikan. Cet. II*. PT. Remaja Rosdakarya.
- Mulyasa, E. (2014). *Pengembangan dan Implemenasi Kurikulum 2013. Cet. IV*. PT Remaja Rosdakarya.
- Murray, J., & Male, T. (2005). Becoming a Teacher Educator: Evidence from the Field. *Teaching and Teacher Education*, Vol. 21, No. 2, pp. 125–142.
- Muslim RCL. (2013). *Kompetensi Guru Pendidikan Agama Islam Dan Kinerjanya Dalam Pembelajaran Pada Sekolah Menengah Atas Negeri Di Aceh*. IAIN Ar-Raniry Banda Aceh.
- N.C., T., & Thanh, T. T. (2015). The Interconnection Between Interpretivist Paradigm and Qualitative Methods in Education. *American Journal of Educational Science*, Vol. 1, No. 2, pp. 24–27.
- Nata, A. (2011).). *Perspektif Islam tentang Strategi Pembelajaran. Cet. II*. Kencana Prenada Medai Group.
- Opfer, V. D., & Pedder, D. (2011). Conceptualizing Teacher Professional Learning. *Review of Educational Research*, Vol. 81, No. 3, pp. 376–407.
- Park, S. E., Salihoglu-Yener, E., & Fazio, S. . (2019). Use Of Team-Based Learning Pedagogy for Predoctoral Teaching and Learning. *European Journal of Dental Education*, Vol. 23, No. 1, pp. e32–e36.
- Peraturan Menteri Pendidikan dan Kebudayaan Nomor 22 Tahun 2016 tentang Standar Proses Pendidikan Dasar dan Menengah, (2016).
- Philipsen, B., Tondeur, J., Roblin, N. P., Vanslambrouck, S., & Zhu, C. (2019). Improving teacher professional development for online and blended learning: a systematic meta-aggregative review. *Educational Technology Research and Developmen*, Vol. 67, No. 5, pp. 1145–1174.



- Pritchard, A. (2013). *Ways of Learning: Learning Theories and Learning Styles in the Classroom*. Routledge.
- Punch, K. F., & Oancea, A. (2014). *Introduction to Research Methods in Education*. Sage publications.
- Rahani, A. (2010). *Pengelolaan Pengajaran Sebuah Pengantar Menjadi Guru Profesional. Cet. I*. Rineka Cipta.
- Rice, M. P., OConnor, G. C., & Pierantozzi, R. (2008). Implementing a Learning Plan to Counter Project Uncertainty. *MIT Sloan Management Review*, Vol. 49, No. 2, pp. 54.
- Rosser, A., & Mohamad Fahmi, M. (2018). The Political Economy of Teacher Management Reform in Indonesia. *International Journal of Educational Development*, Vol. 61, pp. 72–81.
- Safitri, M. (2017). *Implementasi Kurikulum (Analisis kompetensi Pedagogik Guru PAI Pada SMA Negeri di Aceh)*. IAIN Ar-Raniry Banda Aceh.
- Sallis, E. (2014). *Total Quality Management in Education*. Routledge.
- Saragih, A. . (2008). Kompetensi Minimal Seorang Guru dalam Mengajar. *Jurnal Tabularasa PPS UNIMED*, Vol. 5, No. 1, pp. 23-34.
- Schmeck, R. R. (2013). *Learning Strategies and Learning Styles*. Springer Science & Business Media.
- Siddiq Armia, M. (2018a). Implementing Islamic Constitutionalism: How Islamic Is Indonesia Constitution? *Al 'Adalah Journal*, Vol. 15, No. 2, pp. 437–450.
- Siddiq Armia, M. (2018b). Ultra Petita and the Threat to Constitutional Justice: The Indonesian Experience, *Intellectual Discourse*, Vol. 26, No. 2, pp. 903–930.
- Singer, F. M., & Stoicescu, D. (2011). Using Blended Learning as a Tool to Strengthen Teaching Competences. *Procedia Computer Science Journal*, Vol. 3, pp. 1527–1531.
- Struyven, K., Blicq, Y. & De Roeck, V. (2014). The Electronic Portfolio as a Tool to Develop and Assess Pre-Service Student Teaching Competences: Challenges for quality. *Studies in Educational Evaluation*, Vol. 43, pp. 40–54.
- Suciu, A. I., & Mata, L. (2011). Pedagogical competences—the Key to Efficient Education. *International Online Journal of Educational Sciences*, Vol. 3, No. 2, pp. 411–423.



- Sulaiman. (2015). Classroom Management and the Implications to Quality of Learning (A Study About Classroom Climate at Madrasah Aliyah in Aceh, Indonesia). *Jurnal Ilmiah Peuradeun-International Multidisciplinary Journal*, Vol. 3, No. 3, pp. 435.
- Sulaiman. (2016). *Manajemen Kelas dan Implikasinya Terhadap Kualitas Pembelajaran (Suatu Kajian tentang Classroom Climate pada Madrasah Aliyah di Aceh*. UIN Ar-Raniry Banda Aceh.
- Sulaiman. (2017a). *Metodologi Pembelajaran Pendidikan Agama Islam (PAI): Kajian Teori dan Aplikasi Pembelajaran PAI. Cet. 1*.
- Sulaiman. (2017b). The Implementation of Humanistic Learning at Darul Aman Islamic High School In Aceh Besar. *Ulumuna, Journal of Islamic Studies Published by State Islamic Institute Mataram*, Vol. 21, No. 1, pp. 156.
- Supriadi, D. (2012). *Komunikasi Pembelajaran*. PT Remaja Rosdakarya.
- Suryadarma, D., & W, Gavin Jones, G. (2013). *Education in Indonesia*. Institute of Southeast Asian Studies.
- Valtonen, T. (2015). Differences in Pre-Service Teachers' Knowledge and Readiness to Use ICT in Education. *Journal of Computer Assisted Learning*, Vol. 34, No. 2, pp. 174–182.
- Virmani, R. . (2019). *Investigating How Rehearsals and Teacher Educator Feedback Influences Preservice Teacher Development. Handbook of Research on Field-Based Teacher Education*. IGI Global.
- Whitty, G. (2017). *Sociology and School Knowledge: Curriculum Theory, Research and Politics*. Routledge.
- Widarto. (2014). Penyusunan RPP Pada Kurikulum 2013. *Pendidikan Dan Latihan Profesi Guru (PLPG) Gelombang 4 TAHUN 2014 Di Lembaga Pengembangan Dan Penjaminan Mutu Pendidikan Universitas Negeri Yogyakarta*, 5.
- Zainuddin, Z., & Perera, C. (2019). Exploring Students' Competence, Autonomy and Relatedness in the Flipped Classroom Pedagogical Model. *Journal of Further and Higher Education*, Vol. 43, No. 1, pp. 115–126.