

TEACHER'S PEDAGOGIC COMPETENCY IN INTEGRATING AL QUR'AN VERSES IN SOCIOLOGICAL LEARNING PROCESSES

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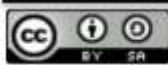
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ABSTRACT

Character education is an important form of education that teachers must do today, including sociology teachers. References to character formation for students can come from various sources and one of them is from the Koran. In learning, Al Qur'an will be integrated with the learning materials. Conducting character education not only during the learning process but starting from lesson planning to evaluation. This research was conducted to find out, whatOf course, the values of the Koran are integrated by the sociology learning material teacher at SMAN 9 Padang. The method used in this research is qualitative research with the technique of collecting data through interviews and documentation. Analysis of research using Max Wertheimer's gesture. From the results of the research conducted it was found that The values of the Koran that are integrated into sociology learning at SMAN 9 Padang are very varied, including individual human life, human relations with God, human life in society and human relations with nature.

Keywords: Teacher Competence, Integration of Al Qur'an verses



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INTRODUCTION

Education is a conscious and planned effort to create an atmosphere of learning and the learning process so that students actively develop their potential to have religious-spiritual strength, self-control, personality, intelligence, noble morals, and skills needed by themselves, society, nationality and the state (SISDIKNAS, 2003). Education that is carried out for students does not only aim to develop one potential. The essence of education is to shape and develop various existing potentials, both academic knowledge, skills, spirituality, attitudes and behaviour. All of these potentials will be developed in an integrated manner in a child. The realization of these educational goals cannot be separated from the role of a teacher. The teacher is one component who plays an important role in that. This is as stated in Law no. 14/2005 concerning teachers and lecturers in article 1, teachers are professional educators with the main task of educating, teaching, guiding, training and evaluating students in early childhood education through formal education, primary and secondary education. Because the teacher is a professional educator, according to government regulation No. 19/2005 Article 28 paragraph 3 it is stated that he must have several competencies, namely pedagogical competence, professional competence, personality competence and social competence.

Among the four competencies that teachers must have, pedagogical competence is one that is sufficient to determine the success of teachers in the learning process in the classroom.

Teacher pedagogical competence concerns how teachers carry out the educational learning process starting from planning, implementing, and assessing learning. In this competency, a teacher must have the ability to develop a curriculum related to the field of development that is being handled and organize it in educational development activities, one of which is related to the formation of the character of students.

The formation of the character of students in education is very important at this time. This is because currently, Indonesia is one of the countries experiencing moral decadence. The occurrence of decadence can be seen from the waning spirit of nationalism, the development of a spirit of individualism, a lack of respect for others, hedonism, terrorism and even the act of separatism (Wiyani, 2014). One of the efforts that can be made in improving the character of these students is by planting positive characters in those who come from various sources, including the Al Qur'an (Kurniawan, 2017). The teacher's efforts to integrate the Al Qur'an in learning will certainly not be separated from all the activities that the teacher carries out, from planning to evaluation. However, all of this can be done if we know and understand what values will be integrated into sociology learning. Based on this, in this article the writer will focus on the discussion, what are the values of the Koran that will be integrated by the sociology teacher of SMAN 9 in the learning process?

RESULT

To answer the research problem, researchers used qualitative methods. Bogdan and Taylor (Moleong, 2006) explain that the qualitative method is a research procedure that produces descriptive data in the form of written or spoken words from people and observable behaviour. This research is very dependent on the results of observations of the human being studied, both in its area and in terms. This method was chosen because it is suitable for explaining what the values of the Koran are integrated by the sociology teacher of SMAN 9 Padang in the learning process. Meanwhile, to obtain data from the research problem, researchers used interview methods and documentation. The interview is an interaction between the interviewer (Interviewer) and the person being interviewed (Interview) where the interviewer asks about various aspects that have been designed beforehand. This interview will be conducted by researchers with the sociology teacher at this SMAN. Meanwhile, documentation is a written record that the researcher wants related to the required data, both primary and secondary data. This documentation will be used by researchers to obtain information that can complement the determination data that was not obtained through interviews. The documentation that the researchers got was that the teacher's device included lesson plans for sociology teachers. Researchers will conduct this interview with the sociology teacher at this SMAN. Meanwhile, documentation is a written record that the researcher wants related to the required data, both primary and secondary data. This documentation will be used by researchers to obtain information that can complement the determination data that was not obtained through interviews. The documentation that the researchers got was that the teacher's device included lesson plans for sociology teachers. Researchers will conduct this interview with the sociology teacher at this SMAN. Meanwhile, documentation is a written record that the researcher wants related to the required data, both primary data and secondary data. This documentation will be used

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FINDINGS AND DISCUSSION

Integration of the Al Qur'an

Integrated learning is an approach to learning that deliberately links several aspects to a subject. It is hoped that the existence of integration or integration is expected students to obtain complete knowledge and skills so that learning becomes more meaningful. This is because according to Gestal theorists, the individual is an organism that must be understood as a unity of various elements and not in terms of separate elements (Rahyubi, 2012). The integration of values that are carried out in learning is a guided process that is oriented towards planting the values of life. It will cover various values including religious, cultural, ethical and aesthetic values. All of this is done towards the formation of students who have religious-spiritual intelligence, self-control, complete personality, noble character, and skills needed by themselves, society and the state (Muspiroh, 2013).

Integrating Al Qur'an is a way to embed the values of life. Al Qur'an is the holy book of Muslims which contains the guidelines for life for its adherents in life. Its existence cannot be separated from the life of its people. He must be introduced and instilled in students to be used as a basis in his life, for that integration in the learning process is something that must be done. According to Sari (2008) integration between science and religion, in this case, Al Qur'an with other general sciences is essentially a combination of the dimensions of religion and general science so that it becomes an inherent and inseparable unity so that it becomes one unified whole (Hasbullah, 2012).

The integration of Al Qur'an in learning can be done in various ways. Eko Budi Minarno stated that The integration of the Al Qur'an in learning can be done with two types of models, namely the Integration Model of the Qur'an as a Source of Inspiration and the second, the Integration Model of the Qur'an as a Source of Confirmation. (Minarno, 2017). Meanwhile, the PergubWest Sumatra No. 73/2012 states that integration can be carried out starting from planning, the learning process to the evaluation stage of learning by setting it aside on each learning material.

Al Qur'an values integrated into sociology learning

Value is a society's view of behaviour or things that are considered important or insignificant, good or not good, appropriate or inappropriate. He becomes the guide and foundation for each individual in the group to direct their behaviour. This value can also be derived from various things, one of which is the Al Qur'an for us who are Muslims.

Al Qur'an is a source of reference for values in learning in schools. From the results of an interview with the Head of the West Sumatra Education Office Adib Alfikri, SE, M.Si explained that the Al Qur'an as a life guide for us, especially Muslims, has regulated the values of life that cover all aspects of life, starting from personal life. related to our bodies, life in society related to other people, and life-related to nature. Based on this, it is very appropriate and a necessity for a teacher to always link learning with the contents of the Al

Qur'an. In the sociology subject, the integrated values of the Qur'an are adjusted to the learning material. In general, the subject of sociology is the study of society. Therefore, the integrated values of the Qur'an also have a lot to do with people's behaviour and life, this is as explained by Darius, M.Pd as a supervisor for the sociology subject of Padang City, West Sumatra Province, that, because sociology is an idea about social, then the integrated values of the Al Qur'an must be related to life and the order of behaviour in society such as how to live in a society with existing values and order, interact with other people and so on. Furthermore, Mr Ratmil as the coordinator of the West Sumatra provincial education curriculum explained that, because the integration of the Koran is one of the programs of the West Sumatra provincial government, the education office has made a guidebook. In the manual, several values and verses of the Al Qur'an have been made that can serve as a guide for teachers, especially sociology teachers for each of their basic competencies. This can be seen from the following table:

1. Class X

NO	KD	CHARACTER VALUE	QURAN VERSES
1	3.1 Understand the basic knowledge of sociology as a science that functions to study social phenomena in society.	1. Himmah 2. Tadarus 3. Ta'awun	Surah mujadillah (58) verse 11
2	3.2 Recognizing and identifying the reality of individuals, groups and social relationships in society.	1. Siddiq 2. mujahaddah	Surah Hujarat (49) verse 13
3	3.3 Apply the basic concepts of sociology to understand the various social phenomena in society.	1. Be careful in association 2. Increase the value of faith and piety.	Surah Al-Isra (17) verse 32
4	3.4 Understand various simple social research methods to identify social phenomena in society	1. Mujahaddah 2. Istiqamah	Surah Ar-rum (30), paragraph 42

2. Class XI

NO	KD	CHARACTER VALUE	QURAN VERSES
1	3.1. Understanding social groupings in society from a sociological point of view and approach.	1. Tasamuh 2. Fastabiqul khairat	Surah Hujarat (49) verse 13
2	3.2. Analyze social problems about social grouping and social exclusion trends in society from a sociological point of view and approach.	1. discussion 2. Mahabbah	Surah Annisa (4) verse 9
3	3.3. Understand the importance of the principle of equality in responding to social differences for the realization of a peaceful and democratic social life	1. Ta'awun 2. Trust	Surah Hujarat (49) verse 11
4	3.4. Analyze social conflicts and how to respond to conflict resolution for the sake of creating a peaceful life in society.	1. Mahabbah 2. Ukhuwah	Surah Ali Imran (3) verse 103
5	3.5. Analyze ways of solving problems to overcome social problems, conflict and violence in society.	1. Tasamuh 2. discussion	Surah Ar-R Understanding (55) verse 33

3. Class XII

NO	KD	CHARACTER VALUE	QURAN VERSES
1	3.1. Understand the various types and factors of social change and their consequences in people's lives.	1. Himmah 2. Tajdid	Surat Rad (13) verse 11
2	3.2. Understand the various social problems caused by social change amid the effects of globalization.	3. Himmah 4. Tajdid	Surat Ar-R Understanding (55) verse 33
3	3.3. Understanding the factors that cause social inequality and their relation to social change amid globalization.	1. Siddiq 2. Tasammuh	Surah An-Nahl (16) verse 90
4	3.4. Describe how to carry out a community empowerment strategy by prioritizing local wisdom values amid the effects of globalization.	1. Syu'ubiyah 2. Ishlah	Surah Al-a'raf (7) verse 56
5	3.5. Evaluating community empowerment actions as a form of independence in addressing social inequalities.		Surah Ibrahim (14) verse 1

Source: Hartiyati, (2017)

These values can be used as standards that need to be instilled in students for sociology lessons. All of that can be applied in this study because sociology is a science of society. Where it was also added by Rahmadhani, M.Pd and Mr Amrullah as sociology teachers of SMAN 9 that, because sociology is a science of society, the values of the Qur'an which are integrated into learning cannot be separated from how a Muslim behaves daily in life with the environment including. 1) The importance of providing space to others; 2) Maintain relationships with others; 3) Resolve conflict in an ishlah way; 4) Helping people who are in trouble; 5) The importance of maintaining the balance of nature so that it can be used properly and not bring disaster to us; and 6) Things that can make students motivated to be creative and willing to work hard, because how can they help solve social problems such as poverty if they are also poor people. From the description above, it can be explained that the values of the Qur'an which are integrated into the sociology subject cover 4 things, namely, first includes individual human life, the second human relationship with God, the third human life in society and the fourth human relationship with nature. The values associated with these three things will be instilled by the teacher by the learning material so that students have good character according to the Al Qur'an and applied in everyday life.

CONCLUSION

The values of the Al Qur'an that are integrated into sociology learning at SMAN 9 Padang are very varied. The integrated value is adjusted to the predetermined KD of learning. In general, the integrated Qur'an values include individual human life, human relations with God, human life in society and human relations with nature. The values of the Qur'an are not the main focus in sociology learning, but they are integrated into this learning to serve as a companion to sociology learning material in shaping the character of students.

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