

Effective Teaching in Psychological Perspective: PAI Teacher Knowledge and Skills

Eva Latipah

Universitas Islam Negeri Sunan Kalijaga Yogyakarta

Email: eva.latipah@uin-suka.ac.id

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Abstract

Effective teaching is one of psychology's greatest contributions to education. This study aims to examine effective teaching in religious learning (PAI-Islamic Education). For this purpose, this research was conducted using a library approach, namely by collecting a number of data from various sources such as scientific journals, books, and other documents related to effective teaching and learning PAI. The results of the study found that PAI teaching was effectively carried out by having the following knowledge and skills: mastery of PAI science (professional dimension); the use of attitude learning strategies, design of attitude learning plans, skills in using technology for learning aspects of attitudes, skills in assessing aspects of attitudes (pedagogic dimensions); developmentally appropriate teaching practices, teaching effectively with students from various cultural backgrounds, paying attention to individual variation, communication skills, motivating skills, classroom management skills, and commitment and motivation (psychological dimensions). The psychological dimension has the most content compared to the professional and pedagogical dimensions, which shows that effective PAI teaching should be carried out by having a certain amount of psychological knowledge and skills.

Keywords: *Effective Teaching, Religious Learning, Islamic Religious Education (PAI), Psychological, Pedagogic, Professional.*

Abstrak

Pengajaran efektif merupakan salahsatu kontribusi terbesar psikologi terhadap dunia pendidikan. Penelitian ini bertujuan mengkaji pengajaran efektif dalam pembelajaran agama (PAI-Pendidikan Agama Islam). Untuk tujuan tersebut, penelitian ini dilakukan dengan menggunakan pendekatan kepustakaan, yaitu dengan mengumpulkan sejumlah data dari berbagai sumber seperti jurnal ilmiah, buku, dan dokumen lain terkait pengajaran efektif dan pembelajaran PAI. Hasil penelitian menemukan bahwa pengajaran PAI secara efektif dilakukan dengan memiliki sejumlah pengetahuan dan keterampilan berikut: penguasaan keilmuan PAI (dimensi profesional); penggunaan strategi pembelajaran sikap, desain rencana pembelajaran sikap, keterampilan menggunakan teknologi untuk pembelajaran aspek sikap, keterampilan asesmen aspek sikap (dimensi pedagogik); praktik mengajar yang sesuai dengan perkembangan, mengajar efektif dengan siswa dari berbagai latar belakang budaya, memberikan perhatian untuk variasi individual, keterampilan komunikasi, keterampilan memotivasi, keterampilan manajemen kelas, serta komitmen dan motivasi (dimensi psikologis). Dimensi psikologis memiliki muatan paling banyak dibanding dimensi profesional dan pedagogik, yang menunjukkan bahwa pengajaran PAI



yang efektif seyogianya dilakukan dengan memiliki sejumlah pengetahuan dan keterampilan psikologis.

Kata Kunci: Pengajaran Efektif, Pembelajaran Agama, Pendidikan Agama Islam (PAI), Psikologis, Pedagogik, Profesional

Introduction

Islamic Religious Education (PAI) is a subject that is presented at the Elementary School (SD/MI), Junior High (SMP/MTs), and Senior High (SMA/MA) levels. From various aspects, PAI teaching is different from other subjects. From the material aspect, PAI has a content that is full of Islamic religious values, as explained by Rofik (2021) that PAI has a material scope that is normative (al-Qur'an), belief or belief in the existence of God (aqidah), procedures for norms of human life (Sharia/Fiqh), attitudes and behavior between and between humans (morals) and past realities (history/date). With the scope of material like this, the impact on the way the PAI material is delivered is different.

In the 2013 curriculum it is stated that the emphasis on PAI learning is on the aspect of attitude, namely spiritual and social attitudes. Spiritual attitudes are shown in obedience to worship, grateful behavior, praying before and after activities, tolerance in worship. Social attitudes are shown in honest, disciplined, responsible, polite, caring, and confident behavior (PP No. 32, 2013). So it takes a certain amount of knowledge and skills so that PAI teachers can teach PAI properly. Proper teaching in psychology is termed 'effective teaching'.

PAI learning is an interactive process that takes place between teachers and students to gain knowledge in believing, helping, living and practicing Islam from Islamic religious education (PAI) lessons. This process requires a mature, long, continuous and systematic process. Therefore, there needs to be a conscious process to develop all human potential so that Islam can function as a solution to solve the problems of people's lives (Tasman, 2021).

The implementation of Islamic religious education is not only delivered formally in a learning process by religious teachers, but can also be done outside the learning process in everyday life. Teachers can provide religious education when dealing with the attitudes or behavior of students (Miftakhudin, 2020). To carry out PAI learning, professional PAI teachers are needed. Professional teachers are the demands of all parties to realize the ideals, hopes, and ideals of national education as formulated in the 1945

Constitution, in Law number 20 of 2003 on the national education system, in Law number 14 of 2005 on Teachers and Lecturer (UUGD No. 14, 2005).

In education, the teacher is an educator, mentor, coach, and leader who can create an interesting learning climate, provide a sense of security, comfort and conduciveness in the classroom. His presence in the midst of students can melt the frozen atmosphere, stiffness, and boredom of learning that feels heavy to be accepted by students. Such conditions certainly require the skills of a teacher, and not all are able to do so. Realizing this, the existence of professional teachers is very necessary.

Professional teachers can teach effectively (Santrock, 2008). In line with this, the Law on Teachers and Lecturers (2014) states that professional teachers have four main competencies, namely professional, pedagogic, personal, and social competencies. Professional competence includes mastery of scientific material; pedagogic competence includes the ability of teachers in delivering their teaching materials (methods, media, and learning assessment); personal competence includes the personality of the teacher in learning such as teacher-minded, disciplined, has high teaching motivation, is confident in his teaching abilities (self-efficacy), and so on; and social competence includes being able to communicate well, have good interpersonal skills, and be adaptive.

Effective teaching is proven to be able to improve academic performance and learning outcomes for elementary and middle school students (Jalbani, 2014). Likewise, at the tertiary level, effective teaching is proven to be able to improve student academic and non-academic achievement (Brown & Atkins, 2019). This happens through the strategies used by teachers in teaching, learning media, communication in learning, addressing differences in the classroom, to learning assessments. Effective learning strategies used are strategies that consider the characteristics of learning materials, availability of facilities and infrastructure, age of students, and active learning.

PAI teachers are not only required to master the material to be taught but are also required to be skilled and proficient in teaching it. This means that teachers must master various learning models, relevant media, and technology, and conduct appropriate learning assessments. Mistakes in choosing a learning method, for example, can cause the material to not be delivered properly - instead of learning to be boring, especially if the supporting media is inadequate (Latipah, 2020).

Another aspect that is no less important is that teachers are required to have good personal and social skills. Recent research (in Santrock, 2011)

shows that one of the personal aspects of the teacher in question is having a high sense of humour (but not necessarily being a humourist) and not discriminating against students based on academic ability (achievement). If the teacher can combine the various abilities above in teaching, then that's when the teacher deserves to be called a professional educator. In the perspective of educational psychology, professional educators are educators who can teach effectively (Santrock, 2011). This study aims to describe effective teaching that supports the professionalism of PAI teachers based on a psychological perspective.

Research Method

This type of research is library research, namely research that uses literature in the form of scientific journals, books, documents, notes, so as to produce an idea. The data was collected by reading a number of references sourced from journals, books, books, and the results of previous research on PAI learning, teacher professionalism, and psychological reviews. With these three keywords, the researcher examines PAI learning and identifies the elements of professionalism. Based on this study, the researcher identified the psychological elements of professionalism into three elements, and in each of these elements consisted of various psychological aspects in the professionalism of PAI teachers.

Results and Discussion

Teaching is a complex job. Teachers are not only required to master the material to be taught, but are also required to be skilled and proficient in teaching it. This means that teachers must master various learning models, relevant media and technology, and conduct appropriate learning assessments. Mistakes in choosing a learning method, for example, can cause the material to not be delivered properly - instead of learning to be boring, especially if the supporting media is not adequate. Another aspect that is no less important is that we are required to have good personal and social skills. Recent research (in Santrock, 2011) shows that one of the personal aspects of the teacher in question is having a high sense of humor (but not necessarily being a humorist) and not discriminating against students based on academic ability (achievement). If we are able to combine the various abilities above in teaching, then that's when we deserve to be called professional educators. In the perspective of educational psychology, professional educators are educators who can teach effectively. There are

two important keys for effective teaching to occur, namely professional skills and knowledge, and commitment and motivation.

The skills and knowledge that Islamic Education teachers need to possess include: mastery of the material, selection of learning strategies, setting goals and learning planning skills, developmentally appropriate teaching practices, classroom management skills, motivating skills, communication skills, providing individual variation, working effectively with students from various cultural backgrounds, assessment skills, and skills in using technology. By referring to the competence of professional teachers, the above aspects can be classified into three dimensions, namely professional, pedagogic, and psychological.

Tabel 1. Dimensions of an Effective PAI Teacher

Num.	Dimension	Aspect
1	Professional	PAI scientific mastery
2	Pedagogic	a. PAI learning strategy selection b. Setting goals and planning PAI learning skills c. PAI field assessment skills d. Skills in using PAI learning technology
3	Psychology	a. Developmentally appropriate teaching practice b. Class management skills c. Motivating skills d. Communication skills e. Provide individual variation f. Work effectively with students from various cultural backgrounds

Scientific Mastery

namely a deep and flexible understanding of the subject matter. Knowledge of subject matter is not just facts, terms, and general concepts, but also about the arrangement of ideas, the relationship between ideas, ways of thinking and arguing, patterns of change in a field of science, beliefs about a field of science, and the ability to seek ideas. from one field of science to another. In this case, PAI teachers must master PAI scientific materials including normative material (al-Qur'an), belief or belief in the existence of God (aqidah), norms for human life (Shariah/Fiqh), attitudes and behavior between and between humans (morals) and past realities (history/date).

Learning strategies

There are two main approaches that are often used by teachers in teaching, namely constructive learning and direct learning. Constructive learning is the key to the educational philosophy of William James and John Dewey, while direct learning is the fruit of Thorndike's view.

Constructive learning is a student-centered learning approach that emphasizes the importance of individuals actively building knowledge and understanding through teacher guidance. Teachers should encourage their students to explore their world, discover knowledge, describe, and think critically with significant guidance and careful control; not just pouring information/material into the minds of students (Halfern, 2006; Kafai, 2006). In its development, constructivism emphasizes collaborative learning, namely collaborating with each other as an effort to know and understand knowledge (Badrova & Leong, 2007). On the other hand, teachers who adhere to constructivism provide opportunities for students to build knowledge and understand subject matter when guiding students to study (Ornstein, Lasley, & Mindes, 2005).

Direct learning is the opposite of constructivism learning, which is a structured and teacher-centered approach. It aims to maximize student learning time, so that teachers provide direction and control, high expectations for student progress, and teacher efforts to minimize negative influences (Stevenson, 2002).

Effective PAI teachers use the two approaches above in learning, not just one of them (Darling-Hammond & Bransford, 2005). However, in certain conditions, teachers may need only one learning approach, so experts recommend that teachers use only one approach. For example, to teach students who cannot read or write, a learning approach will be effective when using a direct learning approach.

Even in delivering materials that emphasize the attitude aspect, teachers can use the two teaching approaches above, namely a constructive approach that involves students in learning, invites students to live and accept values in religious teachings. To strengthen student learning outcomes, PAI teachers need to use a direct approach. Here the PAI teacher convinces students about the results of the construction that has been done.

Goal Setting and Learning Planning Skills

Whatever learning approach is used, whether constructivism or direct learning, effective teaching must begin with determining learning objectives. The determination of learning objectives is stated by teachers in Indonesia in the Lesson Plan (RPP), or if in Higher Education, it is stated in

the Semester Learning Plan (RPS). Teachers also develop certain indicators, plan their teaching, and organize lessons to maximize learning. In making lesson plans, teachers also reflect and think about how to make learning challenging and interesting. Therefore, effective learning also requires detailed information such as the type of information, learning methods (demonstrations, demonstrations, role playing, etc.), opportunities for questioning, discussions, and exercises to understand certain concepts and develop certain skills.

Developmentally Appropriate Teaching Practice

Competent teachers have a good understanding of the development of their students and know how to make materials appropriate to their developmental level. The relevant developments in question are cognitive, language, socio-emotional, and even physical developments. These developments differ for each period and level of education. Understanding student developments will greatly assist teachers in determining material, language, and even teaching methods.

Class Management Skills

Effective teaching can be created if the teacher can condition the students that taking care of the class is an obligation that requires the cooperation of the entire class and is oriented towards the tasks that must be done in the classroom. Effective teachers are able to create an optimal learning environment by making rules and procedures, managing groups, supervising and carrying out classroom activities, and dealing with deviant behavior (Kauffman, et al., 2006). About the various rules in managing the class is usually conveyed in the first meeting of learning. In higher education, it is usually stated in a learning contract that is delivered at the first meeting of lectures.

Motivating Skills

Effective teachers have good strategies in helping students to be able to motivate themselves independently and be responsible for their learning (Anderman & Wolters, 2006). Educational psychologists increasingly believe that this can be achieved by providing learning opportunities in the real world (Brophy, 2004), setting high expectations for achievement (Widfield, 2006). Students are motivated when they can make choices that are in line with their personal interests, and at the same time the teacher

provides opportunities for students to think creatively and deeply in completing their assignments (Blumenfeld, Kempler, & Krajcik, 2006).

Communication Skills

This includes skills in speaking, listening, overcoming barriers in verbal communication, paying attention to students' nonverbal communication, and resolving conflicts constructively. Not only communication with students, but also with parents. Teachers also limit criticism, tend to be assertive-not aggressive or passive (Evertson et al., 2006), and even seek to improve students' communication skills (Powell & Caseau, 2004).

Paying Attention to Individual Variations

Individual variations of students in a class are very diverse ranging from intelligence, thinking and learning styles, personality and temperament, talents, and even student limitations (Latipah, 2021). Of course this is not an easy thing for a teacher. Effective teaching with multiple individual variations in one class requires a lot of thought and effort. In such conditions, what the teacher needs to do is to differentiate the learning process (differentiated instruction), which emphasizes the adjustment of the tasks given to students to meet their needs and abilities. It is very unlikely for a teacher to be able to create 20 to 30 different teaching plans just to meet the needs of every student in the class. Differentiating the learning process will help the teacher find a 'zone' or 'range' where students can be grouped so that the teacher only makes three or four teaching plans.

Working Effectively with Students from Various Cultural Backgrounds

The development of the world today is full of intercultural relations. Therefore, effective teachers are knowledgeable about people with different cultural backgrounds and are sensitive to their needs (Bennett, 2007). The teacher encourages students to have positive personal relationships with various students and to think of ways to create such a situation. Teachers guide students to think critically about cultural and ethnic issues, prevent or reduce cultural differences, seek acceptance, and act as people who are able to bridge cultural differences (Redman, 2007). Teachers also mediate between school cultures for a number of students, especially students who are not successful academically (Diaz et al., 2006).

Assessment Skills

Effective teachers can use assessment effectively in the classroom. The teacher must decide what type of exam will be used to prove learning achievement, is it a written, oral, or practical assessment? The assessment must be adjusted to the learning outcomes that have been determined by the teacher as stated in the lesson plan. The knowledge aspect assessment is certainly different in instrument from the attitude and skill aspects. The knowledge aspect instrument can use written or oral tests; Attitude aspect instruments can use observation sheets, check lists; The skill aspect instrument can be in the form of asking students to practice something.

Skills Using Technology

The use of technology is demanded in effective teaching, especially during this COVID-19 pandemic to support distance learning that is carried out online. Effective teachers develop their technology skills and integrate them into the classroom appropriately (Cruz & Duplass, 2007). The integration of computers into the classroom must be in accordance with the learning needs of students. Teachers also understand the various tools to support the learning of students with disabilities (Provenzo, 2005).

Commitment and Motivation

It is common knowledge that a teacher's job is very complex. The teacher's job is not just mastering the subject matter, or transferring the subject matter to students. More than that, a teacher must make a comprehensive teaching plan, especially if in a class there are individual variations of students and social and cultural diversity. Not to mention the work of conducting assessments that must be carried out comprehensively as well, until finally having to report the results of the assessment to students and even to parents. Not a few teachers reported feeling tired and even frustrated to do these jobs. In such conditions, to ensure that a teacher loves his job, loves his students, and is willing (sincerely) with all the consequences, it takes a noble attitude called 'commitment', which is a situation where a teacher sided with his profession and his goals and desires. to maintain his profession as a teacher. Teachers must have self-efficacy, namely confidence in their abilities which of course will rub off on their students. Teachers must maintain a positive attitude and enthusiasm during teaching. In any job, success breeds success. The better a teacher, the more useful the teacher's work will be. The more respect and success

achieved in the eyes of student teachers, the better one's commitment to becoming a teacher. Commitment can be a positive motivator for teachers to keep teaching and love their work.

While thinking about commitment and motivation, teachers can reflect on the results of a survey (2017) on the characteristics of the best and worst teachers of nearly a thousand high school students aged 13-17 years. Three of the best qualities teachers expect students to have include: having a great sense of humor, making the class interesting, and mastering the subject; The three worst teacher traits that students dislike are: boring, unclear in explaining subject matter, and showing favoritism towards certain students.

After feeling convinced about the importance of studying educational psychology (for effective teaching), then we will flash back about how educational psychology emerged.

Conclusion

Based on the findings above, it can be concluded that effective PAI teachers have knowledge and skills in three dimensions, namely professional, pedagogic, and psychological dimensions. The psychological dimension has the most aspects compared to other dimensions. This shows that a PAI teacher must have good psychological knowledge and skills in order to teach PAI effectively. Psychological knowledge and skills are widely studied in educational psychology courses.

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