

## Teacher's Strategy in Developing Pedagogical Competence to Improve the Effectiveness of Fiqh Learning

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### Abstract

This study aims to analyze the teacher's strategy in developing pedagogical competence to improve the effectiveness of Fiqh learning. The research method used is a descriptive qualitative approach with data collection techniques through observation, interviews, and documentation studies. The results showed that teachers' pedagogical competence plays an important role in creating interactive and applicable learning. The strategies applied include the use of innovative learning methods, the utilization of technology, and contextual approaches that are relevant to students' daily lives. Supporting factors for the success of this strategy include students' enthusiasm for learning, the availability of learning media, and the support of the school environment. However, there are obstacles such as limited facilities and lack of variety in teaching methods that are still a challenge. The conclusion of this study confirms that strengthening teachers' pedagogical competence through continuous training and support from educational institutions is a strategic step in improving the effectiveness of Fiqh learning. Therefore, the main recommendation of this study is the need to develop a program to improve teacher competence in order to be able to design more interesting and meaningful learning for students.

**Keywords:** Pedagogical Competence, Teacher Strategies, Fiqh Learning. Learning Effectiveness, Educational Innovation.



## **INTRODUCTION**

Education is one of the main factors in building a nation. A quality education system will have a positive impact on the progress of a country. In the life of the nation, education has a very important role, because only through education can a development-oriented Indonesian generation be formed. Therefore, the implementation of education must be tailored to the needs of individuals, groups, communities, countries, and even the world. One of the key elements in the success of the learning process is the teacher. As facilitators, teachers have the responsibility to foster, maintain, and increase student learning motivation. By improving the quality of education, it is expected that Indonesian people can continue to develop and be ready to face challenges in the global era. The role of teachers also becomes very strategic in realizing the goals of national education through effective learning.(Romli & Darmawan, 2025)

The competence of a teacher is closely related to the curriculum implemented in each educational unit. Therefore, educational institutions need to develop a curriculum that is flexible and in accordance with school conditions, regional potential, and the characteristics of students. Over time, the curriculum in Indonesia continues to evolve as the government attempts to find a model that best suits the way students learn. Teachers as educators must have professional knowledge, skills and attitudes in order to carry out their duties effectively. Based on Permendiknas No. 16/2007 on Academic Qualification Standards and Teacher Competencies, there are four main competencies that teachers must have, one of which is pedagogical competence. This competency includes understanding the characteristics of students, designing and implementing learning, evaluating learning

outcomes, and developing students' potential optimally.(Batubara et al., 2024)

The lack of teacher ability in designing and implementing the learning process is one of the causes of the low quality of education in schools. The success of a lesson is highly dependent on the skills of an educator in structuring and managing the teaching and learning process in accordance with the expected educational objectives. According to Mulyasa, teachers have a very important role in determining student learning outcomes, even having a major influence on their success in understanding the material. The task of a teacher is not only limited to delivering information to students, but also acts as a facilitator who is responsible for creating a conducive learning atmosphere. With the right approach, teachers can help students learn more comfortably, enthusiastically, without anxiety, and in an open and fun environment.(Sodikin et al., 2022)

To improve the learning of Islamic Religious Education, especially at the basic education level, innovation in teaching methods is needed, including in learning Fiqh. One approach that can be applied is the constructivism learning model, which emphasizes the active involvement of students in the learning process, not just memorizing or centering on the role of the teacher (teacher-centered). This approach allows students to not only acquire knowledge, but also form attitudes, personalities, and skills in understanding and practicing Fiqh teachings. By applying innovative strategies, teachers can develop their pedagogical competencies to create more effective, interactive, and meaningful learning, so that students can understand Fiqh concepts in depth and apply them in their daily lives.(Alirahman, 2021)

The effectiveness of Fiqh learning can be improved by applying methods that are oriented towards life skills, so that students not only understand the theory, but also gain meaningful learning experiences. Therefore, teachers need to design Fiqh learning with strategies that allow students to link Fiqh concepts with everyday life to make it more relevant and applicable. As one of the important subjects, teaching Fiqh requires appropriate methods so that students can understand and master the material more easily. In this case, teachers must be able to choose and apply methods that are in accordance with the characteristics of students and the learning situation, given the limited learning time that is only available in Fiqh class hours. Learning methods used in education play an important role in delivering material effectively, so that it can help achieve learning objectives to the maximum. The selection of the right method determines the success of knowledge transfer, so teachers must consider various influential factors so that learning outcomes are optimal. With the right strategy in developing pedagogical competence, teachers can create an interactive and effective learning process, so that students' understanding and skills in practicing Fiqh teachings can increase significantly.(Rohana, 2019)

One of the main objectives of learning Fiqh is to form students who always try to increase their faith and piety to Allah. In addition, this subject also aims to equip students with an understanding that covers aspects of worship and muamalah, so that they can practice it both in personal life and in social interaction. Based on this, it can be concluded that learning Fiqh has broad benefits, not only in maintaining the relationship between humans and God, but also in building harmonious relationships between fellow humans.(Fahmi & Ulfa, 2021)

Qualified teachers with skills that cover various aspects have an important role in improving the effectiveness of learning, including in the subject of Fiqh. The quality of a teacher is inseparable from the school management system implemented and the support of the principal in optimizing teacher performance to be more effective in carrying out their duties. In the context of Fiqh learning, the teacher's strategy in developing pedagogical competence is a major factor in creating a more interactive, relevant and meaningful learning process for students. With good pedagogical competence, teachers can design appropriate learning methods, so that students not only understand Fiqh concepts theoretically, but are also able to apply them in everyday life. Therefore, the development of appropriate pedagogical competencies will contribute to improving the quality of Fiqh learning and achieving more optimal educational goals.(Hidayatullah & Yusrianti, 2024)

The purpose of this study is to analyze the strategies applied by teachers in developing pedagogical competencies to improve the effectiveness of Fiqh learning. This study aims to provide insight into the methods and approaches that teachers can use to make Fiqh learning more interactive, relevant and applicable for students. In addition, this study also identifies the challenges faced in teaching Fiqh and provides solutions that can be applied to overcome these obstacles. The benefits of this study are as a reference for educators in improving the quality of Fiqh learning through developing better pedagogical competencies. In addition, the results of this study are expected to contribute to curriculum development that is more effective in shaping the understanding and practice of Fiqh teachings by students, both in their personal and social lives.

Some previous studies have shown that teachers' pedagogical competence has a significant influence on the effectiveness of Fiqh learning. Research conducted by M. Imam Mudi Al-Ghofiqi revealed that variations in teaching methods have a positive impact on student learning outcomes, as evidenced by an increase in the average pretest score of 46.67 to 81.67 on the posttest, with an influence of 75% on students' cognitive understanding. Meanwhile, Ahmad Musaddad's research highlights the characteristics of effective Fiqh teachers, such as discipline in attendance, keeping promises, having good communication with students, mastering the material, and applying contextual learning to improve student understanding. Nur Aisyah Musr's research shows that the competence of Fiqh teachers at MTs Al Ihsan Tanah Grogot is classified as good, with several factors contributing to the effectiveness of learning, such as work ethic, teaching experience, qualifications, welfare, and utilization of school facilities and infrastructure. Based on these findings, it can be concluded that the teacher's strategy in developing pedagogical competence, both through teaching variations, application of contextual methods, and optimization of other supporting factors, is very instrumental in improving the quality of Fiqh learning.

## **METHOD**

This research uses a qualitative method with a descriptive approach, the analysis process is carried out by digging deeper information, looking for relationships between data, comparing findings, and identifying patterns that emerge from the original data without quantification. The results of this analysis are then presented in the form of narrative descriptions that describe the real conditions in the field.(Mustafa et al., 2022) According to Mulyana, qualitative research is a scientific method that aims to understand a

phenomenon by describing data and facts in the form of words that describe the research subject in depth. Meanwhile, Creswell explains that the qualitative approach focuses on understanding built from a constructivist perspective, namely the meaning obtained from individual experiences as well as social and historical values. This approach can also lead to a participatory perspective that highlights certain issues, collaboration, or change in a social context.(Fiantika et al., 2022)

## **RESULT AND DISCUSSION**

One of the main strategies applied by Fiqh teachers in improving the effectiveness of learning is by designing and implementing various religious activities outside of regular class hours. This effort aims to deepen students' understanding of religious teachings and build positive habits in everyday life. In the process, there are several factors that support and hinder the success of learning. Supporting factors include the availability of learning media such as books and projectors, students' enthusiasm in studying, and adequate facilities to develop their talents. The use of technology such as projectors, for example, has proven to be effective in presenting material in a more visual and interactive manner, thus helping students understand Fiqh concepts better. Students' enthusiasm for this technology-based learning method shows that teachers' strategies in developing pedagogical competence play an important role in creating a more interesting and meaningful learning experience, which ultimately has a positive impact on the effectiveness of Fiqh learning.(Kamali & Sugiyanto, 2024)

Teachers' competence plays a huge role in determining the quality of education, as it directly affects their ability to guide and facilitate students to be successful in learning. Based on various previous studies, teacher



competence, especially pedagogical competence, contributes significantly to student learning outcomes. Pedagogical competence includes the ability to design, implement and evaluate the learning process to create effective learning experiences. In the context of learning Fiqh, this competency is key in helping students understand Islamic laws and how to apply them in everyday life. Fiqh subject aims to provide a correct understanding according to Islamic law and shape the character of students to become obedient and noble individuals. Through Fiqh learning, students will learn various basic concepts such as worship, zakat, hajj, fasting, and muamalah. Therefore, the teacher's strategy in developing pedagogical competence is needed to increase the effectiveness of Fiqh learning, so that students not only understand the theory, but are also able to practice it in their daily lives properly.(Putri, 2024)

An effective teacher is one who is able to guide students to achieve learning objectives well. The teaching process in the classroom reflects the interaction and communication between teachers and students. Based on the Law on Teachers and Lecturers, social competence is a teacher's skill in communicating and interacting effectively with students, fellow teachers, parents, and the surrounding community. In learning Fiqh, a teacher is not only required to master the material, but also must have noble character, especially in terms of religious and moral values. A calm demeanor, polite appearance, and expressions that reflect firmness and wisdom are an important part of creating memorable learning. In addition, the ability to give advice and guidance in the right way without being excessive is a factor that can increase the effectiveness of learning. Therefore, the teacher's strategy in developing pedagogical competence is needed so that Fiqh learning is not

only theoretical, but also able to shape student character in accordance with Islamic teachings.(Musri & Adiyono, 2023)

In pedagogical competence, there are ten main aspects that must be mastered by a teacher to improve learning effectiveness, including in Fiqh subjects. First, teachers need to understand the characteristics of students in order to adjust the appropriate learning methods. Second, mastery of learning theories and educational learning principles is the basis for creating a conducive learning atmosphere. Third, teachers must be able to develop a curriculum that is relevant to the field being taught. Fourth, the implementation of learning activities must be designed educationally in order to increase student understanding. Fifth, the use of information and communication technology (ICT) is very important in supporting a more interactive learning process. Sixth, teachers have a role in helping students develop their potential in order to self-actualize optimally. Seventh, effective, empathetic and polite communication with students is an important factor in creating a comfortable learning environment. Eighth, teachers must be able to organize learning evaluations to assess student development. Ninth, the results of the evaluation must be used to improve the effectiveness of learning. Tenth, reflective action on the learning process is needed so that the quality of teaching continues to develop. By mastering all these aspects, Fiqh teachers can apply the right strategies in developing their pedagogical competencies, so that Fiqh learning becomes more effective, meaningful, and able to shape students' character and understanding in accordance with Islamic teachings.(Musaddad & Hasanah, 2022)

Teacher skills in applying teaching variations as part of pedagogical competence have a significant effect on student learning outcomes in Fiqh subjects. This can be seen from the difference in the average student scores

before and after learning is carried out with varied methods. Before the application of teaching variation, the average score of students' pretest was 46.67, while after the learning took place with more interactive and diverse methods, the average score of the posttest increased to 81.67. This increase shows that the use of variations in teaching methods has a positive impact on student understanding. The learning outcomes analyzed in this study focus on the cognitive domain, which reflects students' level of understanding of the material taught.(Al-Ghofiqi, 2024)

Many teachers still have difficulties in applying effective learning models, including in teaching Fiqh. In fact, choosing the right method is very important to improve the quality of learning and shape students' character in accordance with educational goals. The lack of variety in teaching strategies causes the learning process to tend to be passive, especially with the dominant lecture method. In addition, the curriculum adaptation that has not been optimized is also an obstacle in creating learning that is relevant to the needs of students. Therefore, Fiqh teachers need to develop their pedagogical competence by applying innovative strategies so that learning is more interactive, effective, and able to increase understanding and practice of Islamic teachings in students' lives.(Sodikin et al., 2022)

In the context of learning Fiqh, teachers need to design effective motivational strategies so that students are more interested and motivated in learning. Ideal educational planning should be aligned with educational values, so that the learning process does not only convey material, but also creates an atmosphere that is fun, interesting, and not monotonous. Therefore, teachers must be able to choose and apply appropriate teaching methods and techniques to increase student motivation. In an effort to increase the effectiveness of Fiqh learning, the strategies applied by teachers play a very

important role in building students' enthusiasm for learning, so that they not only understand Fiqh concepts in theory, but are also able to practice them in their daily lives.(Khoerunnisa et al., 2021)

Teachers have designed specific learning strategies as outlined in the lesson plan. In the implementation stage, the strategies used include inquiry, expository, independent, and contextual methods to improve students' understanding in learning Fiqh. The main supporting factors for the success of this strategy are the educational background of teachers who have completed a bachelor's degree, support from school leaders, and involvement in teachers' working groups. However, there are obstacles such as the lack of evaluation in the preparation of lesson plans and the lack of involvement of the curriculum field in their development. In addition, in practice, the muhadharah method has been applied in learning Fiqh, but it has not been fully outlined in the lesson plan. Therefore, strengthening teachers' strategies in developing pedagogical competencies is needed to ensure the effectiveness of more systematic and directed Fiqh learning.(Handayani & Suhendi, 2023)

In improving the effectiveness of Fiqh learning, there are various factors that can be both obstacles and supporters. The main obstacles include limited learning media facilities, the small number of teachers, lack of cooperation with the government, and challenges in teaching Al-Qur'an recitation for deaf students. However, supporting factors such as teachers' enthusiasm in teaching and parents' involvement can be a positive impetus in the learning process. In terms of needs analysis, there is a need for an Islamic education curriculum specifically designed to meet the needs of students, including those with disabilities. Therefore, synergy between the government and schools is urgent to ensure more effective communication and implementation of education. With the right strategies, teachers can develop

their pedagogical competencies so that Fiqh learning becomes more inclusive, interactive, and in accordance with the needs of students.(Setiady et al., 2023)

The attitude of students in learning Fiqh shows a positive response, characterized by their enthusiasm and enthusiasm in participating in learning activities in class. The learning process takes place interactively with effective two-way communication between teachers and students, thus creating a more dynamic learning atmosphere. With the right teaching strategy, teachers can develop their pedagogical competence to maintain and improve student engagement in learning. This approach not only helps students in understanding Fiqh concepts in depth, but also encourages them to more actively participate in discussions and apply Islamic teachings in their daily lives.(Medar, 2023)

Pedagogical competence not only includes the teacher's ability to master the material and manage the learning process, but also to carry out effective evaluation. Learning evaluation plays an important role in assessing the success of the teaching and learning process and is the basis for continuous improvement. Evaluation aims to collect information needed to improve the quality of learning. The evaluation process includes planning, preparing test instruments, processing and analyzing the results, to interpreting and following up on the evaluation results. Therefore, teachers must have skills in designing evaluations, collecting and analyzing data, and interpreting evaluation results accurately. In the context of Fiqh learning, evaluation is an important part of the teacher's strategy in developing pedagogical competence, so that it not only ensures students' understanding of the material, but also improves the effectiveness and quality of learning as a whole.(Subhan & Mansurotin, 2022)

In order for the learning process to take place effectively and efficiently, a teacher needs to have a deep understanding of pedagogical competence before carrying out his duties as an educator. This competency includes the ability to design learning programs, adjust teaching methods according to student needs, and manage the teaching and learning process optimally. In addition, teachers must also be able to conduct evaluations to assess the effectiveness of learning and determine the necessary corrective steps. In Fiqh learning, a good mastery of pedagogical competence will help teachers in creating teaching strategies that are more structured, interactive, and in accordance with the needs of students, so that learning outcomes can be maximized.

The teacher's strategy in developing pedagogical competence plays an important role in creating dynamic and interesting Fiqh learning. Good learning management is needed so that students understand the Fiqh material correctly, especially in the aspects of scholarly thought, the views of the madhhab, and the procedures for worship in accordance with Sharia. Therefore, a contextual approach that connects the material with daily life is an effective choice in teaching Fiqh in schools and madrasahs. Various methods such as lecture, question and answer, discussion, recitation, and drill can be applied to improve student understanding. Fiqh learning management includes planning, implementing and evaluating learning, so the strategies used by teachers must be able to increase teaching effectiveness and help students better practice Islamic teachings.(Aseri, 2022)

One of the main strategies applied by Fiqh teachers in improving the effectiveness of learning is by designing and implementing various religious activities outside of regular class hours. This effort aims to deepen students' understanding of religious teachings and build positive habits in everyday

life. In the process, there are several factors that support and hinder the success of learning. Supporting factors include the availability of learning media such as books and projectors, students' enthusiasm in studying, and adequate facilities to develop their talents. The use of technology such as projectors, for example, has proven to be effective in presenting material in a more visual and interactive manner, thus helping students understand Fiqh concepts better. Students' enthusiasm for this technology-based learning method shows that teachers' strategies in developing pedagogical competence play an important role in creating a more interesting and meaningful learning experience, which ultimately has a positive impact on the effectiveness of Fiqh learning.(Kamali & Sugiyanto, 2024)

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In the context of learning Fiqh, teachers need to design effective motivational strategies so that students are more interested and motivated in learning. Ideal educational planning should be aligned with educational values, so that the learning process does not only convey material, but also creates an atmosphere that is fun, interesting, and not monotonous. Therefore, teachers must be able to choose and apply appropriate teaching methods and techniques to increase student motivation. In an effort to increase the effectiveness of Fiqh learning, the strategies applied by teachers play a very important role in building students' enthusiasm for learning, so that they not only understand Fiqh concepts in theory, but are also able to practice them in their daily lives.(Khoerunnisa et al., 2021)

Teachers have designed specific learning strategies as outlined in the lesson plan. In the implementation stage, the strategies used include inquiry, expository, independent, and contextual methods to improve students' understanding in learning Fiqh. The main supporting factors for the success of this strategy are the educational background of teachers who have completed a bachelor's degree, support from school leaders, and involvement in teachers' working groups. However, there are obstacles such as the lack of evaluation in the preparation of lesson plans and the lack of involvement of the curriculum field in their development. In addition, in practice, the muhadharah method has been applied in learning Fiqh, but it has not been fully outlined in the lesson plan. Therefore, strengthening teachers' strategies

in developing pedagogical competencies is needed to ensure the effectiveness of more systematic and directed Fiqh learning.(Handayani & Suhendi, 2023)

In improving the effectiveness of Fiqh learning, there are various factors that can be both obstacles and supporters. The main obstacles include limited learning media facilities, the small number of teachers, lack of cooperation with the government, and challenges in teaching Al-Qur'an recitation for deaf students. However, supporting factors such as teachers' enthusiasm in teaching and parents' involvement can be a positive impetus in the learning process. In terms of needs analysis, there is a need for an Islamic education curriculum specifically designed to meet the needs of students, including those with disabilities. Therefore, synergy between the government and schools is urgent to ensure more effective communication and implementation of education. With the right strategies, teachers can develop their pedagogical competencies so that Fiqh learning becomes more inclusive, interactive, and in accordance with the needs of students.(Setiady et al., 2023)

The attitude of students in learning Fiqh shows a positive response, characterized by their enthusiasm and enthusiasm in participating in learning activities in class. The learning process takes place interactively with effective two-way communication between teachers and students, thus creating a more dynamic learning atmosphere. With the right teaching strategy, teachers can develop their pedagogical competence to maintain and improve student engagement in learning. This approach not only helps students in understanding Fiqh concepts in depth, but also encourages them to more actively participate in discussions and apply Islamic teachings in their daily lives.(Medar, 2023)

Pedagogical competence not only includes the teacher's ability to master the material and manage the learning process, but also to carry out effective evaluation. Learning evaluation plays an important role in assessing the success of the teaching and learning process and is the basis for continuous improvement. Evaluation aims to collect information needed to improve the quality of learning. The evaluation process includes planning, preparing test instruments, processing and analyzing the results, to interpreting and following up on the evaluation results. Therefore, teachers must have skills in designing evaluations, collecting and analyzing data, and interpreting evaluation results accurately. In the context of Fiqh learning, evaluation is an important part of the teacher's strategy in developing pedagogical competence, so that it not only ensures students' understanding of the material, but also improves the effectiveness and quality of learning as a whole.(Subhan & Mansurotin, 2022)

In order for the learning process to take place effectively and efficiently, a teacher needs to have a deep understanding of pedagogical competence before carrying out his duties as an educator. This competency includes the ability to design learning programs, adjust teaching methods according to student needs, and manage the teaching and learning process optimally. In addition, teachers must also be able to conduct evaluations to assess the effectiveness of learning and determine the necessary corrective steps. In Fiqh learning, a good mastery of pedagogical competence will help teachers in creating teaching strategies that are more structured, interactive, and in accordance with the needs of students, so that learning outcomes can be maximized.

The teacher's strategy in developing pedagogical competence plays an important role in creating dynamic and interesting Fiqh learning. Good learning management is needed so that students understand the Fiqh material correctly, especially in the aspects of scholarly thought, the views of the madhhab, and the procedures for worship in accordance with Sharia. Therefore, a contextual approach that connects the material with daily life is an effective choice in teaching Fiqh in schools and madrasahs. Various methods such as lecture, question and answer, discussion, recitation, and drill can be applied to improve student understanding. Fiqh learning management includes planning, implementing and evaluating learning, so the strategies used by teachers must be able to increase teaching effectiveness and help students better practice Islamic teachings.(Aseri, 2022)

## **CONCLUSION**

The teacher's strategy in developing pedagogical competence has proven to play an important role in improving the effectiveness of Fiqh learning. in improving the effectiveness of Fiqh learning. Teachers who have pedagogical competence can create learning that is more interactive, relevant, and applicative, so that students do not only understand the theory interactive, relevant, and applicable, so that students not only understand the theory but are also able to practice it in everyday life, but also able to practice it in everyday life. This research identified that the use of innovative learning methods, technology technology, as well as a contextual approach contribute to improving students' understanding of Fiqh materials. In addition, challenges such as limited learning media and lack of variety in teaching methods are still obstacles that need to be overcome with more adaptive and learner-centered strategies. based on the needs of students. Therefore, the results of this study emphasizes that strengthening teachers' pedagogical competence through continuous training and support from educational institutions is a strategic training and support from educational institutions are strategic steps in achieving more effective and meaningful Fiqh learning.

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