



DEVELOPMENT OF ISLAMIC RELIGIOUS EDUCATION TEACHER COMPETENCY AND CHARACTER THROUGH BLENDED LEARNING

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Abstract

This article aims to determine the development of IRE (Islamic Religious Education) teacher competence and character through hybrid learning at SMP N 2 Kedungpring. The research method uses a qualitative research type with a case study approach. The results of the study stated that: (1) the development of the competence of IRE teachers at SMP N 2 Kedungpring was carried out through increasing the branding personality of each educator with the support of school programs in the form of workshops, seminars, training, mentoring, training, and others, (2) competence The teacher's pedagogy is realized by mastering the material, optimal classroom management, understanding student characteristics, selecting media, methods, and learning strategies according to student needs, while the professional competence of teachers is shown through the background of educators who have met the qualifications of national standards, are competent in the field, trustworthy in carrying out their duties, and have an average teaching experience of more than 5 years, (3) the use of the hybrid learning method is shown through teacher preparation in improving competence, hybrid learning is used as a learning tool during a pandemic, through hybrid learning teacher competence in schools increases because of the series Participate in workshop forums, seminars, education and training, and so on.

Keywords: Teacher Competence, IRE (Islamic Religious Education), Character, Blended Learning

Abstrak

Artikel ini bertujuan untuk mengetahui pengembangan kompetensi guru PAI dan budi pekerti melalui hybrid learning di SMP N 2 Kedungpring. Adapun metode penelitian ini menggunakan Jenis penelitian kualitatif dengan pendekatan studi kasus. Adapun hasil penelitian menyatakan bahwa: (1) pengembangan kompetensi guru PAI di SMP N 2 Kedungpring di lakukan melalui meningkatkan branding personality masing-masing pendidik dengan didukung program sekolah berupa workshop, seminar, diklat, pendampingan, pelatihan, dan lainnya, (2) kompetensi pedagogik guru diwujudkan dengan penguasaan materi, pengelolaan kelas secara maksimal, memahami karakteristik siswa, pemilihan media, metode, dan strategi pembelajaran sesuai dengan kebutuhan siswa, adapun kompetensi profesional guru di tunjukkan melalui latar belakang pendidik yang telah memenuhi kualifikasi standar nasional, berkompeten dalam bidang, amanah dalam menjalankan tugas, serta memiliki pengalaman mengajar rata-rata di atas 5 tahun, (3) pemanfaatan metode hybrid learning ditunjukkan melalui persiapan guru dalam meningkatkan kompetensi, hybrid learning digunakan

sebagai sarana pembelajaran selama pandemi, melalui hybrid learning kompetensi guru di sekolah menjadi meningkat karena sering mengikuti forum workshop, seminar, diklat, dan lain sebagainya.

Kata kunci: Kompetensi Guru, PAI, Budi Pekerti, Blended Learning

INTRODUCTION

An educator is a core part of an organization or under the auspices of an educational institution.¹ Therefore, as educators, we have a big responsibility in dedicating ourselves to welcoming the transition from normal to the pandemic, becoming a new normal (normal with new habits).² This is the case with Mrs. Wiwit. The IRE educator at SMP N 2 Kedungpring said: “Educators must have innovation and creativity in teaching in this new normal era. as a PAI teacher in particular who really needs time and observation to teach important materials but still pays attention to health protocols. Of course, there needs to be a method that fits, not just one method to be applied in the learning process. One of them is a hybrid method.”³

Given the importance of hybrid learning in IRE and *Budi Pekerti* learning, of course, it must be supported by human resources and competent teacher competencies in the field of information technology.⁴ An interview with the principal on December 17, 2022, stated that most of the educators at SMPN 2 Kedungpring were graduates of the 90s and their learning methods were still fairly traditional and their knowledge of IT was very minimal, fortunately, we took quick action during the pandemic. in tackling existing problems, including by holding various activities that support the competence of teachers in the IT field such as holding training, seminars, workshops, counseling, and other supporting activities.

In addition, SMPN 2 Kedungpring also brought in experts in the IT field to help answer the problems experienced by human resources or human resources at the school. Not only from the aspect of educators, but students at SMPN 2 Kedungpring also feel the problems during online learning, namely the material is not conveyed clearly and comprehensively, the internet network is not supported, not all students have cell phones, lack of control over learning from parents so that students are not directed. in learning and seem to underestimate, so that not a few of the students, when online learning takes place do not turn on the camera, absent, is only

¹ Azizah Azizah et al., ‘Teacher Creativity Relationship with Interest Students Learning at SD Inpres Lolu During Pandemic’, *Nazhruna: Jurnal Pendidikan Islam* 5, no. 2 (4 June 2022): 777–86, <https://doi.org/10.31538/nzh.v5i2.2232>; Siti Maryam Munjiat, ‘Implementation of Islamic Religious Education Learning in Higher Education on The Pandemic Period’, *Nazhruna: Jurnal Pendidikan Islam* 3, no. 2 (5 August 2020): 285–95, <https://doi.org/10.31538/nzh.v3i2.757>.

² Emily C. Hanno et al., ‘An Ecological Perspective on Early Educator Well-Being at the Start of the COVID-19 Pandemic’, *Early Childhood Research Quarterly* 60 (1 July 2022): 214–25, <https://doi.org/10.1016/j.ecresq.2022.02.002>; Muhammad Kamarul Kabilan and Nagaletchimee Annamalai, ‘Online Teaching during COVID-19 Pandemic: A Phenomenological Study of University Educators’ Experiences and Challenges’, *Studies in Educational Evaluation* 74 (1 September 2022): 101182, <https://doi.org/10.1016/j.stueduc.2022.101182>.

³ Wawancara bersama guru mapel Ibu Wiwit pada tanggal 6 Januari 2022 Kamis pukul 13:00.

⁴ Anif Rachmawati and Evi Fatimatur Rusdiyah, ‘Implementasi Pembelajaran Berbasis E-Learning Pada Mata Pelajaran Pendidikan Agama Islam’, *Jurnal Pendidikan Islam Indonesia* 5, no. 1 (2020): 1–14, <https://doi.org/10.35316/jpii.v5i1.223>; Dani Cahyani Rahayu et al., ‘Development Of e Module Based Blended Learning On Hadith Material About Intention In Madrasah Ibtidaiyah’, *AL MURABBI* 6, no. 1 (2020): 58–70, <https://doi.org/10.35891/amb.v6i1.2434>.

used as a formality and it is not known that the presence of students is present in class and taking part in the learning process, let alone paying attention to the teacher's explanation.⁵

The above problems also received special attention from Islamic religious subjects and good manners teachers at SMPN 2 Kedungpring because these incidents often occur. So, in this case, the Islamic religious subject teacher and Budi Pekerti apply the rules by giving punishment to students who violate them during the learning process. Learning can run well when it has careful planning. Mrs. Wiwit, for example, a PAI teacher at SMPN 2 Kedungpring who has tasted the bitter and salty sweetness of teaching, habitually before learning takes place she first prepares a set of lessons such as lesson plans, learning methods, and muthala'ah material to be delivered in the evening.

Based on the description that has been presented, the urgency or importance of this research aims to develop the competence of IRE teachers who can answer the demands of the needs of teachers and students at SMP Negeri 2 Kedungpring amid the covid-19 pandemic which causes students to not be able to learn directly to come to school. Based on the observations that have been made, the novelty in this study lies in the use of the hybrid learning model in increasing students' understanding of Islamic Religious Education.⁶ The purpose of this study was to develop the competence of IRE teachers in Islamic Religious Education at SMP Negeri 2 Kedungpring through the use of a hybrid method. The existence of development of this hybrid method is expected to increase the competence of students' knowledge of Islamic Religious Education. Later, the hybrid method developed is an alternative that can be used by teachers in implementing innovative learning that is feasible to use to increase student motivation in learning so that it has a positive impact on student learning outcomes.

When the incessant hybrid learning-based learning at the national level. The teachers met in droves to date who were self-taught on how the hybrid-based learning mechanism was implemented, as well as observing the problems that occurred in the field. It is different with SMP N 2 Kedungpring quickly taking a stand by carrying out various supporting activities when hybrid learning-based learning will be implemented in schools where these activities are not carried out in other schools within the same sub-district. Activities that include workshops, seminars, training, training, mentoring, and so on are internal activities carried out by schools to facilitate teachers in them in the hope of being able to develop teacher competencies in dealing with hybrid learning-based learning systems. The contents discussed during the activity included the preparation of good and correct RPP, curriculum and syllabus development, digital classroom-based learning, increasing teacher competence in making learning media, and so on. This is also what the researcher feels to be a different part of other studies so that it attracts the attention of researchers to conduct research at SMP N 2 Kedungpring.

⁵ Adam Yordan and Eni Fariyatul Fahyuni, 'Child-Friendly IRE Learning Through Digital Storytelling in the COVID-19 Pandemic', *Nazhruna: Jurnal Pendidikan Islam* 4, no. 3 (30 October 2021): 590–605, <https://doi.org/10.31538/nzh.v4i3.1682>; Sinta Maulida Hapsari, Sugito Sugito, and Puji Yanti Fauziah, 'Parent's Involvement in Early Childhood Education during the Covid-19 Pandemic Period', *Jurnal Pendidikan Progresif* 10, no. 2 (2020): 298–311; Rusdi Anshori Harahap, Zaini Dahlan, and Usiono Usiono, 'The Role of The IRE Teacher in Shaping The Attitude of Student's Religious Moderation', *Nazhruna: Jurnal Pendidikan Islam* 5, no. 2 (26 May 2022): 618–33, <https://doi.org/10.31538/nzh.v5i2.2194>.

⁶ Observasi pada tanggal 17 Desember 2021 di SMPN 2 Kedungpring Lamongan

METHODS

This research used a case study type and a descriptive qualitative approach. This research was carried out for three months starting from December 17, 2021, to February 17, 2022, and will change at any time if additional data is needed which researchers still need further information. It is located at SMP Negeri 2 Kedungpring, precisely in Dradah Blumbang Village, Blumbang Hamlet, Kedungpring District, Lamongan Regency, East Java Province.⁷ Researchers use data collection techniques which include observations beginning with field observations, interviews covering elements that have an important role in research, documentation including photos, videos, archives, and so on. The data analysis techniques researchers start with data collection, data condensation, presentation of data, and finally conclusions.

RESULTS AND DISCUSSION

Pedagogical Competence of IRE Teachers and Characters at SMP N 2 Kedungpring

Competence is an absolute ability that must be possessed by teachers and other workers to improve the branding personality of each individual. The connection, in this case, is the competence that must be possessed by the teacher, namely pedagogic competence. Pedagogic competence itself has a definition, namely the expertise of teachers in managing student learning in the classroom.⁸ Management in learning includes preparing learning tools such as RPP (Learning Preparation Plan), PROTA (Annual Program), PROMES (Semester Program), syllabus, LKS (Student Worksheet), and learning media.

The above statement is reinforced by Government Regulation Number 19 of 2005 Chapter IV Article 20 which explains that the planning of the learning process includes the syllabus and Learning Implementation Plan which contains at least learning objectives, teaching materials, learning methods, learning resources, and assessment of learning outcomes.⁹

The results showed that the learning tools which included the syllabus, PROTA, PROMES, and lesson planning were carried out by IRE and Budi Pekerti teachers at SMP N 2 Kedungpring in a programmed manner, meaning that the learning tools were made long before the learning was carried out at least one week before the learning was carried out and the activities This has gone through a selection test from the principal and the results of the learning implementation will be presented at the school meeting.

Based on the results of the research above, it is strengthened by the Regulation of the Minister of Education and Culture Number 65 of 2013 concerning Process Standards, it is stated that every educator in the education unit is obliged to develop complete and systematic learning tools so that learning takes place interactively, inspiring, fun, challenging, motivating students to participate actively, and provide sufficient space for the initiative, creativity, and independence by the talents, interests, and physical and psychological development of

⁷ Observasi pada hari Jumat tanggal 17 Desember 2021 pukul 09:00 WIB

⁸ Mishal Liaqat et al., 'Efficacy of Pedagogical Framework in Neonatal Resuscitation Skill Learning in a Resource-Limited Setting: A Randomized Controlled Trial', *BMC Medical Education* 21, no. 1 (2021): 436, <https://doi.org/10.1186/s12909-021-02846-x>; Ratnawati Susanto, 'Pemetaan Kompetensi Pedagogik Dalam Keterkaitan Dimensi Pengetahuan Pedagogik Dan Profil Karakteristik Awal', *JPPi (Jurnal Penelitian Pendidikan Indonesia)* 7, no. 1 (2021): 164–71, <https://doi.org/10.29210/020211167>.

⁹ Wina Sanjaya, *Perencanaan dan Desain Sistem Pembelajaran* (Kencana, 2015).

students.¹⁰ For this reason, each educational unit needs to plan to learn, implement the learning process and assess the learning process with the right strategy to improve the efficiency and effectiveness of achieving graduation competencies.¹¹

Professional Competence of IRE Teachers and Characters at SMP N 2 Kedungpring

The professional competence of IRE teachers can also be interpreted as the ability of teachers to master, understand, and implement IRE learning materials through a comprehensive and in-depth perspective to achieve competency standards that have been set by national education standards.¹²

IRE teachers at SMP N 2 Kedungpring have professional competence based on the qualifications of educators. The competence of IRE teachers at SMP N 2 Kedungpring is shown in the form of mastery of the material, preparation of materials, delivery of materials, implementation of learning, student learning outcomes, and supporting activities to develop the professional competence of IRE teachers at SMP N 2 Kedungpring such as workshops, seminars, training, mentoring, and so forth.

In addition to the above findings, the professional competence of IRE teachers at SMP N 2 Kedungpring is also shown in the form of material mastery, material management, selection of learning media, selection of learning strategies, selection of learning methods, and optimal classroom management. In addition, IRE teachers at SMP N 2 Kedungpring in the learning process are always looking for information and problems that occur today related to the material to be delivered from various sources such as the latest published books, journals, internet, and mass media. This access can be obtained by the teacher through the library or the teacher's office which has been directly connected by the wifi network, making it easier for teachers to always be up to date on rife situations.

Not only that, the mastery of the material possessed by IRE teachers will go through a selection so that the material presented will be adapted to the needs of students at school. The implementation of learning will be designed in such a way by the teacher through their creativity such as the selection of teachers on media, methods, learning strategies, use of technology, and utilizing the facilities and infrastructure that have been provided by the school.¹³

¹⁰ Lisa Bardach et al., 'Is Everyone in Class in Agreement and Why (Not)? Using Student and Teacher Reports to Predict within-Class Consensus on Goal Structures', *Learning and Instruction* 71 (1 February 2021): 101400, <https://doi.org/10.1016/j.learninstruc.2020.101400>; Kenji Kido and Masakazu Takahashi, 'A Study on the Measurement Method of Educational Capability of High School Teachers', *Procedia Computer Science*, Knowledge-Based and Intelligent Information & Engineering Systems: Proceedings of the 25th International Conference KES2021, 192 (1 January 2021): 2301–8, <https://doi.org/10.1016/j.procs.2021.08.220>.

¹¹ Umin Kango, Ari Kartiko, and Muhammad Anas Maarif, 'The Effect of Promotion on the Decision to Choose a Higher Education through the Brand Image of Education', *AL-ISHLAH: Jurnal Pendidikan* 13, no. 3 (26 October 2021): 1611–21, <https://doi.org/10.35445/alishlah.v13i3.852>; Suprihatin Suprihatin et al., 'The Effect of Work Motivation and Discipline on The Performance of The Leading Teachers of Madrasah', *AL-TANZIM: Jurnal Manajemen Pendidikan Islam* 6, no. 3 (15 May 2022): 693–704, <https://doi.org/10.33650/al-tanzim.v6i3.3619>.

¹² Ervina Hardianti and Agung Listiadi, 'Pengaruh Kompetensi Pedagogik, Kompetensi Profesional Terhadap Kinerja Pengenalan Lapangan Persekolahan Mahasiswa Pendidikan Akuntansi', *Jurnal Pendidikan Akuntansi (JPAK)* 9, no. 1 (2021): 95–103, <https://doi.org/10.26740/jpak.v9n1.p95-103>; Lie Liana, Robertus Basiya, and Kuntari Kuntari, 'Peran Supervisi Akademik Sebagai Pemoderasi Kompetensi Profesional, Kompetensi Pedagogik Dan Kinerja Guru', *Jurnal Ekonomi Manajemen Akuntansi Dan Perpajakan (Jemap)* 4, no. 1 (2021): 88–111, <https://doi.org/10.24167/jemap.v4i1.3183>.

¹³ Munaya Ulil Ilmi et al., 'The Basic Concepts of Evaluation and Its Implementation in IRE Lessons in The Pandemic Era', *Tafkir: Interdisciplinary Journal of Islamic Education* 2, no. 2 (30 July 2021): 175–90,

The findings of the researcher above are strengthened by the opinion of an expert named Oemar Hamalik who explains that professional competence is one of the competencies that are possessed by teachers where every competence possessed by teachers has a crucial influence on student learning outcomes.¹⁴ The success of the learning process and student learning outcomes is not only determined by the school, paradigm, structure, and essence of the curriculum but is determined by the competence of the teacher in managing to learn optimally and correctly.¹⁵

The same thing was conveyed by an expert figure named Helsey who expressed his opinion which reads that the success of the learning process is determined by a careful, observant, thorough, and tenacious decision-making attitude towards what material will be conveyed by the teacher to students, which is wise decisions in determining teaching materials. the main requirement in the success of the learning process.¹⁶ This opinion is reinforced by Syafrudin in his book entitled "Professional Teachers and Curriculum Implementation" he states that an absolute requirement that must be possessed by every teacher to obtain optimal learning outcomes is that the teacher must master and understand the teaching materials that will be delivered to students so that the value of learning can be conveyed well.¹⁷

Syafrudin's statement was also reinforced by Arifin who explained that mastery of teaching materials or materials must be possessed by teachers because it is from mastery of teaching materials that the values of educational goals can be conveyed properly so that students easily accept what is meant by the teacher's explanation.¹⁸ Therefore, mastery of the material is an absolute requirement that cannot be separated from the competence of the teacher.

Personality Competence of IRE Teachers and Characters at SMP N 2 Kedungpring

Based on the results of research conducted by researchers in the field, it states that the development of the personality competence of IRE teachers through hybrids at SMP N 2 Kedungpring is indicated by the habit of coming always on time, participating in various school activities such as morning apples, gymnastics, religious activities such as dhuha prayer, dhuhur prayer in congregation, and many more.

In addition, even though learning is carried out in a hybrid way, the teacher remains professional in carrying out his duties by the applicable rules. If learning is done online, the teacher is present and enters the link provided five minutes before the lesson starts, in practice, the teacher is also cooperative if there are students who do not understand the material, the

<https://doi.org/10.31538/tjje.v2i2.50>; Harahap, Dahlan, and Usiono, 'The Role of The IRE Teacher in Shaping The Attitude of Student's Religious Moderation'.

¹⁴ Oemar Hamalik, *Perencanaan pengajaran berdasarkan pendekatan sistem* (Bumi Aksara, 2003).

¹⁵ Yeni Ciptaningsih and Muhammad Husnur Rofiq, 'Participatory Learning With Game Method For Learning Completeness In Islamic Religious Education', *Fikroh: Jurnal Pemikiran Dan Pendidikan Islam* 15, no. 1 (29 January 2022): 18–29, <https://doi.org/10.37812/fikroh.v15i1.361>; Putu Agus Windu Yasa Bukian and I. Wayan Sujana, 'Yoga Asanas as an Effort to Reduce Anxiety on Online Learning During Pandemic in Stikes Buleleng Students', *Al-Mada: Jurnal Agama, Sosial, Dan Budaya* 5, no. 1 (31 January 2022): 56–62, <https://doi.org/10.31538/almada.v5i1.1870>.

¹⁶ George D. Halsey, *How to Be a Leader* (Harper & brothers, 1938).

¹⁷ Syafruddin Nurdin, *Guru profesional & implementasi kurikulum* (Jakarta: Ciputat Pers, 2002).

¹⁸ Mujahid Ansori, 'Pengembangan Kurikulum Madrasah Di Pesantren', *Munaddhomah: Jurnal Manajemen Pendidikan Islam* 1, no. 1 (2020): 41–50, <https://doi.org/10.31538/munaddhomah.v1i1.32>; Zainal Arifin, *Manajemen Pengembangan Kurikulum Pendidikan Islam: Teori dan Praktik* (Almuqsih Pustaka, 2018).

teacher will explain in detail and repeatedly when the face-to-face learning turn is carried out. in rotation.

The above statement is by Law no. 20 of 2003 concerning the National Education System which states that education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious and spiritual strength, self-control, personality, intelligence, noble character, and skills that needed by himself, society, nation, and state.¹⁹

A similar statement was also made by Mulyasa who stated that the teacher is an individual who becomes the attention of students in every action taken to take an example from him.²⁰ Carrying out the profession as a teacher is not an easy thing, the various consequences, and problems the teacher must deal with quickly and responsively. The function and role of a teacher must be understood by the teacher with all sincerity and sincerity. The teacher's personality competence can increase the potential that exists within the teacher to become a better individual.²¹

The same thing was conveyed by Syafarudin and Nasution, he explained that improving the branding personality of teachers to improve the learning process to become more qualified and superior requires determination, effort, persistence, and a high commitment to the teacher. The existence of determination, effort, persistence and high commitment to the teacher shows that the teacher has carried out his duties with full responsibility.²²

The above statement is emphasized by Ahmad Barizi in his book entitled *Becoming a Superior Teacher* stating that the three aspects that must be possessed by teachers and education personnel include competence, personality, and religion. Competence includes the teacher's ability to manage learning, mastery of the material, and methodology. Personality related in this case includes integrity, consistency, and sacrifice. Religion includes deep understanding, action, and mastery in the field of religious knowledge.²³

Based on the statement above, it can be concluded that the responsibility to make students have good personalities is essentially not the task of IRE tutors, but the duties and responsibilities to print students to have good personalities are the obligations of all elements in the school without exception starting from the principal. From schools to security guards, all parties are obliged to contribute to providing good examples for students.

¹⁹UU RI No. 20 pasal 1 ayat 1 Tahun 2003 tentang Sistem Pendidikan Nasional

²⁰ H. E. Mulyasa, *Menjadi Guru Penggerak Merdeka Belajar* (Bumi Aksara, 2021).

²¹ Sukoyo Sukoyo and Juhji Juhji, 'Interaksi Kompetensi Kepribadian Guru Dengan Kepuasan Kerja', *Munaddbomab: Jurnal Manajemen Pendidikan Islam* 2, no. 2 (31 October 2021): 95–102, <https://doi.org/10.31538/munaddhomah.v2i2.98>; Martina Kotzé and Petrus Nel, 'Personal Factor Effects on Authentic Leadership', *Journal of Psychology in Africa* 27, no. 1 (27 February 2017): 47–53, <https://doi.org/10.1080/14330237.2016.1268291>.

²² Fortina Verawati Sianturi, 'PAUD Teacher Strategies in Supporting Learning in The Covid-19 Pandemic Period', *Nidbomul Haq: Jurnal Manajemen Pendidikan Islam* 6, no. 3 (6 December 2021): 599–607, <https://doi.org/10.31538/ndh.v6i3.1765>.

²³Ahmad Barizi, *Menjadi Guru Unggul*, (Yogyakarta: Ar-Ruzz Media, 2009), 70

The social competence of IRE teachers and character at SMP N 2 Kedungpring

Teachers are individuals who are bound and cannot be separated from society. Teacher social competence also concerns the teacher's ability to adapt, get along, behave, and converse with the macro or micro-community environment.²⁴ Running a profession as a teacher who lives in a pluralistic society will be the center of attention of every eye. Therefore, as a teacher, he should always maintain his attitude and take actions in accordance with the norms that apply in society. Therefore, the importance of teachers having social competence aims to create a harmonious relationship between teachers and the community where they live.²⁵

Teachers are individuals who are bound and cannot be separated from society. Teacher social competence also concerns the teacher's ability to adapt, get along, behave, and converse with the macro or micro-community environment. Running a profession as a teacher who lives in a pluralistic society will be the center of attention of every eye. Therefore, as a teacher, he should always maintain his attitude and take actions in accordance with the norms that apply in society. Therefore, the importance of teachers having social competence aims to create a harmonious relationship between teachers and the community where they live.²⁶

The interaction of teachers with the community is also intertwined in community activities such as *jamiyah tablil* for women, *jamiyah tablil* for gentlemen, *jamiyah tablil* for youth groups, recitation prayers, and thanksgiving, celebrations, alms for the earth, and many others. All interactions or relationships that are forged by the teacher with students, parents, and the community aim to develop the social competence of the teacher and strengthen the friendship so that a good match occurs so that the social relationship between the teacher and the community is well and harmoniously established.

As expressed by the National Education Department which states that teaching social competence is the ability possessed by teachers in managing communication and socializing which involves five aspects, namely: the teacher's ability to communicate and socialize with students, the teacher's ability to communicate and socialize with fellow teachers, the teacher's ability to communicate and socialize with other teachers. socializing with parents of students, the ability of teachers to communicate and socialize with education staff, and the ability of teachers to communicate and socialize with the community.²⁷

²⁴ Amannasrullah Amin, 'Hubungan Kompetensi Sosial Guru Dengan Interaksi Edukatif Dalam Perspektif Peserta Didik', *Al-Bidayah Jurnal Pendidikan Dasar Islam* 11, no. 01 (2019): 77–106, <https://doi.org/10.14421/al-bidayah.v11i01.175>.

²⁵ Hairiyah and Ulva Mutmainnah Rasyid, 'Pengaruh Kompetensi Sosial Guru PAI Terhadap Prestasi Belajar Siswa Pada Mata Pelajaran Akidah Akhlak Kelas VII Di Madrasah Tsanawiyah Negeri Model Makassar', *LITERASI (Jurnal Ilmu Pendidikan)* 8, no. 2 (2018): 138–46, [https://doi.org/10.21927/literasi.2017.8\(2\).138-146](https://doi.org/10.21927/literasi.2017.8(2).138-146).

²⁶ Dyah Putri Fadillah and Istikomah Istikomah, 'The Strategy Of School Literacy Culture In Elementary School', *Nazhruna: Jurnal Pendidikan Islam* 4, no. 3 (19 October 2021): 503–17, <https://doi.org/10.31538/nzh.v4i3.1614>; Rony Rony, 'Urgensi Manajemen Budaya Organisasi Sekolah Terhadap Pembentukan Karakter Peserta Didik: The Urgency of School Organizational Culture Management Against Character Building Students', *Tafkir: Interdisciplinary Journal of Islamic Education* 2, no. 1 (23 June 2021): 98–121, <https://doi.org/10.31538/tijie.v2i1.26>.

²⁷Depdiknas, *Standar Kompetensi Guru*, (Jakarta: depdiknas, 2003), 27

CONCLUSION

The pedagogic competence of IRE teachers and character at SMP Negeri 2 Kedungpring, Lamongan Regency is shown by the mastery of teaching materials that are comprehensive enough to make it easier for students to understand the material, prepare lesson plans carefully, the implementation of learning runs effectively. This is supported by the selection of media, methods, and the right and correct strategy, learning always involves the role of learning techniques such as mobile phones, laptops, computers, projectors, LCDs, and so on, and the evaluation of learning is carried out in several stages.

The professional competence of IRE teachers and manners at SMP Negeri 2 Kedungpring, Lamongan Regency shows the results that: competent in their fields and have completed undergraduate and master's education, trustworthy in carrying out their duties, teaching experience of approximately 5 years and above, high creativity in choosing media, learning methods and strategies, experts in preparing learning tools, utilizing all school facilities and infrastructure as learning media that have been adapted to student needs.

IRE teacher personality competencies and character at SMP Negeri 2 Kedungpring, Lamongan Regency show the results that: Teachers can provide good role models to students by coming to school on time and enforce any violations committed by both teachers and students, Teachers always attend congregational prayers, teachers are always involved in school activities, e. Teachers have a great responsibility in carrying out their duties as teachers, this is shown by the teacher always coming to class on time, both online and face-to-face learning.

The social competence of IRE teachers and manners at SMP Negeri 2 Kedungpring, Lamongan Regency shows the results that 1) there is an open-minded attitude that is applied by teachers to students, parents, and the community, 2) Teachers often interact with students through the learning process and outside of learning such as during breaks, or in extracurricular activities. This is done to create a harmonious and intense relationship that exists between teachers and students, 3) Teachers have access to communicate with parents of students intensely, 4) The contribution of teachers with community activities can produce good relations and communication between the two so that it This makes it easier for teachers to carry out their duties as a teaching profession.

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