



Strategies for Improving the Pedagogical Competence of School Teaching Staff

Nurisah^{1*}, Ahyar²

¹Department of Islamic Education Management, Postgraduate Program, Universitas Islam Negeri Mataram

²Department of Islamic Religious Education, Postgraduate Program, Universitas Islam Negeri Mataram

*Email: 240403010.mhs@uinmataram.ac.id

Received: Feb 19, 2026 | Revised: May 25, 2026 | Accepted: May 26, 2026 | Published Online: Jun 01, 2026

Abstrak

Peningkatan kualitas pembelajaran pondok pesantren sangat dipengaruhi oleh kompetensi pedagogik tenaga pengajar. Di Pondok Pesantren Zainul Hafidz At-Taufiq, Buwun Mas, masih ditemukan sejumlah kendala, seperti keterbatasan pemanfaatan media pembelajaran, minimnya variasi metode mengajar, serta evaluasi pembelajaran yang belum optimal, sehingga proses pembelajaran belum berjalan secara maksimal. Penelitian ini bertujuan untuk mengetahui: (1) strategi pengelola pesantren dalam meningkatkan kompetensi pedagogik tenaga pengajar, (2) jenis pelatihan yang telah dilaksanakan dan diprogramkan dalam upaya peningkatan kompetensi pedagogik, serta (3) indikator keberhasilan dan faktor-faktor yang memengaruhi peningkatan kompetensi pedagogik tenaga pengajar dalam meningkatkan kualitas pembelajaran. Penelitian ini menggunakan pendekatan kualitatif dengan jenis studi kasus. Teknik pengumpulan data dilakukan melalui wawancara mendalam, observasi, dan dokumentasi. Analisis data menggunakan model Miles dan Huberman yang meliputi reduksi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa peningkatan kompetensi pedagogik dilakukan melalui pemetaan kebutuhan guru, pelatihan pedagogik, pendampingan dan supervisi akademik, serta musyawarah guru. Pelatihan penyusunan RPP, pembelajaran aktif, penggunaan media digital, dan manajemen kelas terbukti meningkatkan kemampuan pedagogik guru. Keberhasilan ditandai dengan meningkatnya kemampuan guru dalam merancang, melaksanakan, dan mengevaluasi pembelajaran. Faktor pendukung meliputi komitmen pimpinan dan motivasi guru, sedangkan keterbatasan fasilitas dan waktu menjadi faktor penghambat.

Kata Kunci *Kompetensi Pedagogik, Tenaga Pengajar, Kualitas Pembelajaran*

Abstract

The improvement of the learning quality of Islamic boarding schools is greatly influenced by the pedagogical competence of teaching staff. At the Zainul Hafidz At-Taufiq Islamic Boarding School, Buwun Mas, a number of obstacles are still found, such as limited use of learning media, lack of variety in teaching methods, and non-optimal learning evaluation, so that the learning process has not run optimally. This study aims to find out: (1) the strategies of pesantren managers in improving the pedagogical competence of teaching staff, (2) the types of training that have been implemented and programmed in an effort to improve pedagogical competence, and (3) success indicators and factors that affect the improvement of pedagogical competence of teaching staff in improving the quality of learning. This research uses a qualitative approach with a case study type. Data collection techniques are carried out through in-depth interviews, observations, and documentation. Data analysis uses the Miles and Huberman model which includes data reduction, data presentation, and conclusion drawn. The results of the study show that improving pedagogical competence is carried out through mapping teacher needs, pedagogic training, academic mentoring and supervision, and teacher deliberation. Training in the preparation of lesson plans, active learning, the use of digital media, and classroom management has been proven to improve teachers' pedagogic skills. Success is characterized by increasing teachers' ability to design, implement, and evaluate learning. Supporting factors include leadership commitment and teacher motivation, while limited facilities and time are inhibiting factors.

Keywords *Pedagogical Competence, Teaching Staff, Learning Quality*

This is an open access article under the [CC BY-SA](https://creativecommons.org/licenses/by-sa/4.0/) license.



Introduction

Education is the most important instrument in building a nation's civilization (Faiz & Kurniawaty, 2022). Education not only functions as a means of learning that only transforms science and technology, but in it requires very complex idealism, including how the process of creating ideas, concepts, values, ideas and dream doctrines that direct and give an understanding of the purpose of a system is formed. To realize a civilization through education, it must start from the main step, namely improving the pedagogical competence of teaching staff (Nani Mulyani, 2019).

Teaching staff is the main key in the learning process. The quality or not of a learning system is highly dependent and determined by the competence of a teaching staff themselves. There is a lot of data that shows that the quality of education is still low because it is caused by three factors. First, the instrument of the low education system. Second, the poor education management system. Third, the weak substance of education management includes the low quality of teaching staff (Nurdin, 2019).

The constitutional mandate to educate the life of the nation through law Number 14 of 2005 concerning teachers and lecturers emphasizes that teachers must have pedagogical competence, namely the ability to understand the characteristics of students, be able to design and implement learning, be able to evaluate learning outcomes and develop the actualization of students in their various potentials. Personality competence is a personal ability that reflects a strong, stable, mature, knowledgeable and authoritative personality so that a teacher should be an example for students. Professional competence, the ability of a teacher to master learning materials in depth which includes mastery of school subject curriculum materials and scientific substance and mastery of scientific methodology in depth. Social competence, which is the ability of a teacher to get along and socialize with students, other teaching staff, parents/guardians and the surrounding community (Hamzah, 2019).

Educational institutions in Indonesia are very diverse. In addition to formal schools such as elementary, junior high, and high school, Islamic boarding schools are one of the oldest educational institutions before the formation of formal schools. The learning tradition at the Sanagat Islamic Boarding School varies with different patterns and colors, but still focuses on maintaining its pure traditions, namely *tafaqquh fi ad-dien* (Hayati, 2015). That is an effort to continue to deepen and expand Islamic insights through the studies of the yellow book and apply a hidden curriculum to produce an egalitarian and moderate character of students (Nur Agus Salim *et al.*, 2024). Along with the development of the times, Islamic boarding schools began to take innovative steps such as balancing, transformation and innovation to science that developed in accordance with the development of the times and technology (Ahmadi, 2021).

Efforts to realize the noble ideals of Islamic boarding schools are often faced with the most basic problem, namely the pedagogical competence of teaching staff. Educators in Islamic boarding schools often experience difficulties when they have to adapt to new curriculum offers from the government such as the Merdeka curriculum and so on, because the kiai-centric character is still firmly rooted in the body of pesantren culture which makes it difficult to accept a new civilization (Ling, 2021). Other challenges such as technological limitations, student character, limited learning time and material density, mastery of materials by educators and

sometimes also faced with inadequate infrastructure facilities such as other formal educational institutions (Baidawi, 2023).

Zainul Hafidz At-Taufiq Islamic Boarding School is one of the Islamic boarding schools located in the remote areas of Buwun Mas Village, Sekotong District, West Lombok. This Islamic boarding school is included in the category of newly established Islamic boarding schools compared to other Islamic boarding schools in West Lombok Regency. Based on the results of observations that have been carried out at the Zainul Hafidz At-Taufiq Islamic boarding school, the researcher identified several shortcomings and obstacles that have the potential to hinder the teaching and learning process effectively. Among them are the lack of use of learning media, variations in teaching methods, limitations in the evaluation of student learning outcomes, education supervision, and communication of teaching staff. These obstacles indicate that the Zainul Hafidz At-Taufiq Islamic boarding school still needs efforts and strategies to improve various aspects of competence such as the pedagogical competence of teaching staff to improve the quality of learning.

Therefore, at least to create quality education in the Islamic boarding school environment, it must start from the main step, namely to improve the pedagogical competence of teaching staff to realize the ideals of national education, especially in the pesantren environment. Several studies related to improving the pedagogical competence of teaching staff show that to realize pedagogical competence, teaching staff in the pesantren environment must have at least two skills: first, mastery of the material and the second ability to convey the material well (Dalia Utari *et al.*, 2023).

Several previous studies have shown that improving the pedagogical competence of teachers can be done through workshop training, and the formation of learning communities to share baik practices. On the other hand, advances in ICT can be used to improve the quality of learning, with teachers expected to be able to use technology for educational purposes (Ritonga & Hidayat, 2021). Other research also shows that to create the quality of education in the Islamic boarding school environment, concrete steps are needed that must be taken by integrating the national curriculum with the pesantren curriculum. For example, the recitation of the yellow book must be adapted to an approach that involves technology, and digital libraries. In addition, routine training of teaching staff is also an important aspect in creating quality education (Wandawari & Ansar, 2025). Another important factor to create the quality of education and pedagogical competence of teaching staff is to choose madrasah heads who have good supervisory skills (Huda, 2024). Other research also shows that to improve teachers' pedagogic abilities by planning activities through the Project Management Office (PMO), including internal training (IHT), workshops at the beginning of the school year, as well as various workshops, learning communities (Kombel), and internal taklim that are held regularly (Sutrisno & Shidiq Agung, 2024).

Improving the competence of teaching staff in the 21st century, especially in the pedagogic aspect, cannot be done instantly but requires strategy, planning, training of teaching staff, the use of learning media, periodic evaluation of the learning process and outcomes (Tri & Muhtar, 2025). Because based on observations and literature studies that have been previously presented, the research has urgency and significance that is worthy of further research in the Zainul Hafidz At-Taufiq Islamic boarding school. This research aims to complement several previous studies

and focus on the strategy of improving the pedagogical competence of teaching staff in order to improve the quality of learning at the Zainul Hafidz At-Taufiq Islamic Boarding School. In this context, the Zainul Hafidz At-Taufiq Islamic boarding school still needs to be adjusted to strategies that suit its characteristics.

Methods

This research is a qualitative research with an instrumental case study approach. This approach is used to understand an issue and reformulate a theoretical explanation through the study of the case being studied (Yusuf, 2014). In instrumental case studies, cases serve as instruments to explain concepts, events, or phenomena theoretically. In qualitative research, researchers play the role of key instruments that are directly involved in the data collection process. Therefore, the researcher went directly into the field to observe and understand the object of the research, including the informants in the Islamic Boarding School being studied.

The data source in this study comes from informants as the main source of data in the form of words and actions (Mahmud, 2011). Additional data was obtained through observation of the condition and activities of Islamic boarding schools, including the activities of the teaching council, students, and the learning process. In addition, documentation such as photos of the Zainul Hafidz At-Taufiq Islamic Boarding School is used as data to support the research.

The data collection technique in this study aims to obtain valid and relevant data in the field (Scott, 2016). This qualitative research uses three techniques, namely interview, observation, and documentation. Interviews were conducted directly with caregivers or leaders of Islamic boarding schools as well as supporting informants relevant to the focus of the research. Observation is carried out through direct observation of the condition and activities of the Zainul Hafidz At-Taufiq Islamic Boarding School, including the activities of the teaching council, students, and the learning process. Documentation is used to obtain supporting data in the form of written documents, photos, and archives related to the history and profile of the Islamic boarding school.

The data analysis in this study was carried out qualitatively from the data collection process until the research ended. The data obtained through interviews, observations, and documentation were analyzed through the stages of recording, coding, grouping and classification of data, and interpreting the meaning of the categories found. The validity of the data is tested through credibility tests by applying technical triangulation and time triangulation, as well as dependability checks to ensure consistency and conformity of the research process with academic principles.

Results

Strategies for improving pedagogical competence

Mapping needs

Mapping the needs of teaching staff is a very important first step in improving pedagogical competence at the Zainul Hafidz At-Taufiq Islamic Boarding School. This mapping process is carried out to identify the gap between the existing teacher competencies and the ideal competencies needed in the implementation of learning. The identification includes aspects of

pedagogical ability, material mastery, teaching strategies, and classroom management skills. With accurate needs mapping, pesantren can determine the focus of teaching staff development in a targeted manner so that competency improvement programs are not carried out haphazardly. This is as expressed by Mr. M. Rofi'i, MPd as the head of the Supreme Court of the Zainul Hafidz At-taufiq Islamic Boarding School: *"So far we have seen that the competence of teachers in Islamic boarding schools is quite diverse. There are those who are strong in mastery of the material, but still weak in teaching methodology, especially the approach that actively involves students. Therefore, needs mapping is very important to know which capabilities need to be improved."*

From the results of the interview conducted by the author, it shows that the Zainul Hafidz At-Taufiq Islamic Boarding School has mapped the needs of teaching staff as a way to find out the shortcomings and advantages of teachers which will later be used to develop programs or training to improve pedagogical competence. This was also validated by the author at the time of observation. Through competency mapping, pesantren can obtain a comprehensive picture of teachers' abilities, both from pedagogic aspects, material mastery, teaching strategies, and classroom management.

Providing training

Providing training for teaching staff is an important strategy in improving the quality of the learning process at the Zainul Hafidz At-Taufiq Islamic Boarding School. The training is designed to strengthen teachers' pedagogical competence, especially in the aspects of planning, implementation, and evaluation of learning. Through applicable training such as simulations, microteaching, and case studies, teachers have the opportunity to practice teaching skills directly so that they are able to increase confidence and apply more innovative learning methods. This was conveyed by Mr. M. Rofi'i, M.Pd as the head of the Supreme Court of the Zainul Hafidz At-Taufiq Islamic Boarding School: *"Training is a routine necessity in Islamic boarding schools because teachers must continue to follow the development of teaching methods. In recent years, we have focused on training in lesson plan preparation, active learning models, and the use of simple digital media. The results are quite visible, especially in the ability of teachers to design more systematic and interesting learning."*

Based on this presentation, training not only improves individual teacher competence, but also strengthens the learning culture in pesantren through a process of reflection and continuous improvement. However, the training carried out is still technical and uneven, and the frequency is relatively limited. This condition shows the need for more continuous and consistent training so that the improvement of pedagogical competence can take place optimally.

Academic mentoring and supervision

Academic mentoring and supervision are important components in the strategy to improve the pedagogical competence of teaching staff at the Zainul Hafidz At-Taufiq Islamic Boarding School. Through academic supervision, learning managers can directly monitor the quality of teachers' teaching processes, not only to assess, but also to direct learning standards to be achieved. This process provides an opportunity for teachers to obtain structured input related to learning planning, material delivery, classroom management, and learning evaluation. Related to this, Mr. M. Rofi'i, M.Pd as the head of the Supreme Court of the Zainul Hafidz At-Taufiq Islamic Boarding School said: *"Academic supervision at our pesantren is carried out on a scheduled basis. We go into the classroom, observe the learning process, and then give notes and directions to the teacher. The goal is not to find fault, but to ensure that learning standards are achieved. Many teachers feel helped by this."*

Academic mentoring is carried out as a continuation of supervision with a focus on providing ongoing support through consultation, reflective discussions, and directed teaching practices. This collaborative approach encourages a professional atmosphere that is supportive and non-judgmental, so that teachers are more comfortable developing themselves. Through planned supervision and mentoring, teachers obtain concrete direction to make gradual learning improvements. Thus, academic mentoring and supervision not only improve teachers' pedagogical competence, but also strengthen an adaptive, reflective, and sustainable learning climate in the pesantren environment.

Improving competencies based on collaboration and teacher deliberation

Improving competencies based on collaboration and teacher deliberation is an important strategy in strengthening the quality of learning at the Zainul Hafidz At-Taufiq Islamic Boarding School. Collaboration between teachers allows for a process of mutual learning in understanding learning challenges, sharing good practices, and formulating relevant solutions through deliberative forums or regular discussions. This approach not only enriches pedagogical knowledge, but also creates a work culture that is more open, reflective and responsive to learning needs. The results of the interview that the author conducted with the teaching staff at the Zainul Hafidz At-Taufiq Islamic Boarding School are: "*Teacher deliberation really helps me understand various approaches in teaching. In the forum, we told each other about the obstacles that occurred in the classroom. Such as keeping students active or managing discussions. From other teachers, I got a lot of good practices that I could immediately apply.*" That is why

Teacher deliberation also functions as a space for collective reflection to evaluate learning methods, develop more effective strategies, and encourage the birth of learning innovations that are in accordance with the context of the Islamic boarding school. Through collaboration, teachers can improve adaptive skills, adapt teaching approaches to the needs of students, and strengthen professional learning communities.

Competency development through external cooperation

Competency development through external cooperation is a strategic step in improving the pedagogical quality of teaching staff at the Zainul Hafidz At-Taufiq Islamic Boarding School. Cooperation with educational institutions, government agencies, universities, or professional organizations opens up opportunities for teachers to gain new knowledge and experience that may not be available in the internal environment of the pesantren. Access to these external resources allows teachers to expand their pedagogical horizons, understand more diverse learning practices, and stay up to date with the latest developments in the world of education. This was stated by Mr. M. Rofi'i, M.Pd as the head of the Supreme Court of the Zainul Hafidz At-Taufiq Islamic Boarding School from the results of the interview conducted by the author, namely: "*Cooperation with external institutions is very helpful in developing teacher competence. We can send teachers to attend seminars, workshops, or training that provide a new pedagogic approach. As a result, teachers come back with broader insights, more varied methods, and can be applied directly in the classroom.*"

In addition to enriching knowledge, external cooperation also provides opportunities for teachers to participate in training, seminars, workshops, and professional certifications organized by external parties. These programs are usually professionally designed with clear competency standards so that they can improve teachers' abilities in a more structured manner.

Thus, external cooperation contributes to the creation of an adaptive and progressive learning culture and becomes an important instrument in improving the quality of learning systemically.

Provide evaluation and follow-up

Evaluation of the performance of teaching staff is an important element in the strategy to improve pedagogical competence at the Zainul Hafidz At-Taufiq Islamic Boarding School. The evaluation is carried out to measure the extent to which teachers are able to carry out planning, implementation, and assessment of learning according to the standards that have been set. Through evaluation, pesantren managers can obtain an objective picture of the quality of teaching, the effectiveness of the methods used, and the ability of teachers to manage class interactions, so that evaluation not only serves as an assessment tool, but also as a basis for determining the next teacher development strategy. This can be proven from the results of the interview with Ust. Marzuki as the Head of the Zainul Hafidz At-Taufiq Islamic Boarding School as follows: "*We evaluate the performance of teachers periodically through classroom supervision and assessment of learning tools. From the evaluation, we can see whether the teachers have prepared the lesson plans correctly, whether the teaching methods vary, and how they manage the classroom atmosphere. This evaluation data is very helpful to determine which teachers need further assistance.*"

The evaluation process is also a means to identify the strengths and weaknesses of each teacher which is then conveyed through a constructive feedback mechanism. The follow-up of the evaluation in the form of mentoring, coaching, or advanced training is arranged based on the specific needs found in the evaluation process. Thus, evaluation and follow-up play an integral role as an integral mechanism in creating a culture of quality, accountability, and continuous improvement of the quality of learning in the pesantren environment.

Improving pedagogical competence through training

Training on developing a learning implementation plan

The training on the preparation of the Learning Implementation Plan (RPP) is one of the strategic efforts to improve the pedagogical competence of teaching staff at the Zainul Hafidz At-Taufiq Islamic Boarding School. The RPP serves as the main guideline for teaching staff in carrying out the learning process in a systematic, directed, and in accordance with the educational goals of the Islamic boarding school. Through this training, teachers are equipped with an understanding of the importance of good learning planning, starting from the formulation of learning objectives to the preparation of assessment instruments, so as to assist teachers in managing learning in a more structured manner and adjusting the material to the characteristics and needs of students. This is as conveyed by Mr. M. Rofi'i, M.Pd as the Head of the Supreme Court of the Zainul Hafidz At-Taufiq Islamic Boarding School: "*We carry out training on the preparation of Learning Implementation Plans (RPP) as a strategic step to improve the pedagogical competence of teaching staff at the Zainul Hafidz At-Taufiq Islamic Boarding School.*"

The implementation of this training provides an opportunity for teaching staff to prepare lesson plans in accordance with the subjects or books they are teaching, then discussed and reflected with resource persons so that participants not only understand the concept of preparing lesson plans theoretically, but also are able to apply them practically in the daily learning process. The results of the training show that there is an increase in the understanding and readiness of teaching staff in carrying out learning more effectively, directed, and

meaningful for students, as well as improving teachers' practical skills in planning learning systematically and contextually so as to support the achievement of pesantren education goals optimally.

Learning model training

The learning model training is carried out as an effort to improve the pedagogical competence of teaching staff in implementing effective learning strategies, varied, and in accordance with the characteristics of students at the Zainul Hafidz At-Taufiq Islamic Boarding School. The right learning model plays an important role in creating an active, participatory, and meaningful learning process so that learning goals can be achieved optimally. Through this training, teachers are introduced to various learning models that can be applied in the context of education. As conveyed by Mr. M. Rofi'i, M.Pd as the Head of the Supreme Court of the Zainul Hafidz At-Taufiq Islamic Boarding School: "*We hold this learning model training as a step to improve the pedagogical competence of the teaching staff, so that they are able to apply more effective, varied, and in accordance with the characteristics of the students at the Zainul Hafidz At-Taufiq Islamic Boarding School.*"

The implementation of the training is carried out through the presentation of concepts, group discussions, and assistance in the application of learning models, where teaching staff are given the opportunity to design and practice learning models in accordance with the subjects or books taught. The results of the training show that teaching staff have a better understanding of the importance of learning model variation, become more creative and innovative, and are able to create a more lively, interesting, and easy-to-understand classroom atmosphere that encourages students to actively think and participate.

Digital media training

The training on the use of digital media was held as part of an effort to improve the pedagogical competence of teachers at the Zainul Hafidz At-Taufiq Islamic Boarding School, especially in facing technological developments and learning demands in the digital era. Digital media has an important role in supporting the learning process to be more interesting, interactive, and easy to understand by students. As conveyed by Mr. M. Rofi'i, M.Pd as the Head of the Supreme Court of the Zainul Hafidz At-Taufiq Islamic Boarding School: "*We held this training on the use of digital media as part of an effort to improve the pedagogical competence of teaching staff at the Zainul Hafidz At-Taufiq Islamic Boarding School, especially in facing technological developments and learning demands in the digital era.*"

Training on the use of digital media in the learning process at the Zainul Hafidz At-Taufiq Islamic Boarding School at this stage cannot be carried out directly in the classroom due to limited facilities and infrastructure, the readiness of teaching staff, and considerations of learning policies in the pesantren environment. Nevertheless, the implementation of the training has fostered the awareness of teaching staff on the importance of using technology as a first step in developing more innovative and adaptive learning in the future.

Seminars and workshops

Seminars and workshops were held as part of a series of training to improve the pedagogical competence of teachers at the Zainul Hafidz At-Taufiq Islamic Boarding School with the aim of broadening the knowledge of teaching staff regarding the latest educational issues and providing space for professional development. The seminar was held as a means of delivering

materials and ideas comprehensively by competent resource persons in the field of education, so that teaching staff gained a conceptual understanding of learning development, educational innovation, and strengthening the role of educators in the context of Islamic boarding schools. This is reinforced by the statement of one of the teaching staff: *"Through this seminar, we gain a broader conceptual understanding of the challenges and opportunities of pesantren education today, so that we can improve the quality of learning that is carried out."*

The workshop focused on activities that are applicable and practical through group discussions, case studies, and exercises in preparing learning tools according to the field they are teaching. The implementation of seminars and workshops in an integrated manner emphasizes collaboration and reflection between teaching staff as a forum for sharing experiences and solutions, so that it is hoped that a sustainable and professional learning culture will be created as the foundation for improving the quality of learning at the Zainul Hafidz At-Taufiq Islamic Boarding School.

Classroom management training

Classroom management training is carried out as an effort to improve the pedagogical competence of teaching staff in creating a conducive learning atmosphere at the Zainul Hafidz At-Taufiq Islamic Boarding School. Good classroom management has a direct effect on the comfort, discipline, and involvement of students during the teaching and learning process. Through this training, teaching staff are given an understanding of the basic concepts and principles of classroom management, including student behavior management, learning environment arrangement, and strategies for building positive interactions with humanist and communicative approaches according to the character of Islamic boarding school students. As conveyed by Ust. Marzuki as the Head of the Zainul Hafidz At-Taufiq Islamic Boarding School: *"This training emphasizes the importance of a humanist and communicative approach in classroom management, as well as suitability with the character and background of Islamic boarding school students."*

The implementation of the training is carried out through the presentation of materials, discussions, and case studies from real situations in the classroom so that the teaching staff is able to analyze problems and formulate applicable solutions. The results of the training show an increase in the awareness of teaching staff on the importance of effective classroom management, characterized by the readiness to manage classes in a structured manner, create an orderly and comfortable learning atmosphere, and increase the comfort and involvement of students so that the quality of learning at the Zainul Hafidz At-Taufiq Islamic Boarding School is increasing.

Deliberation and mentoring teachers

Teacher deliberation and mentoring were carried out as a continuous effort to improve the pedagogical competence of teaching staff at the Zainul Hafidz At-Taufiq Islamic Boarding School. This activity provides a space for dialogue, reflection, and collaborative coaching so that professional development does not stop at formal training, but continues in daily learning practices. Teacher deliberation is a forum for sharing experiences, conveying learning problems, and discussing joint solutions related to methods, classroom management, and approaches that suit the character of students. This is as conveyed by Ust. Marzuki as the Head of the Zainul Hafidz At-Taufiq Islamic Boarding School: *"We make the teachers' deliberations a forum to strengthen togetherness between teachers, as well as a space to share experiences and problems faced in the learning process."*

Mentoring is carried out as a follow-up to training activities to help teachers apply the results of the training in learning practices. This activity is carried out through direction, consultation, and coaching by experienced parties with an emphasis on continuous evaluation and reflection on planning, implementation, and learning outcomes. Teacher deliberations and mentoring play a strategic role in ensuring the sustainability of the professional development of teaching staff so that the improvement of pedagogical competence takes place consistently in daily learning practices in the pesantren environment.

Discussion

Research shows that the ability of teaching staff to plan learning systematically is the main indicator of the success of improving pedagogical competence. Pedagogically, the targeted learning planning through the preparation of lesson plans reflects the ability of teachers at the Zainul Hafidz At-Taufiq Islamic Boarding School to integrate learning objectives, materials, methods, and evaluations in an integrated manner. This study shows that pedagogical competence is not only technical, but also conceptual, because teachers are able to design learning that is in accordance with the characteristics of students and the context of the pesantren. In line with the view (Cahyana, 2024) which affirms that learning planning is the main foundation in the implementation of effective learning, because it determines the direction and quality of teaching and learning interactions.

Improving pedagogical competence is also reflected in the ability of teaching staff to carry out more effective and conducive learning. Teachers show the ability to actively manage the learning process, encourage student participation, and create a comfortable and communicative learning atmosphere. Scientifically, this condition shows the development of the role of teachers as learning facilitators, not just material presenters and pedagogic competencies contribute directly to the professionalism of teachers in managing the learning process. In addition, the results of this study are also in line with (Baskara & Sutarni, 2024) which emphasizes that teachers with good pedagogical competence tend to be able to create more meaningful learning and are oriented to the needs of students. Thus, the effectiveness of learning created is not only the result of the methods used, but also from the teacher's ability to read the context and needs of students.

Although the use of digital media in learning is not optimal, the findings of the study show that training and mentoring have fostered pedagogic awareness and professional attitudes of teaching staff. This shows that the improvement of pedagogical competence is not always marked by the intensity of the use of technology, but by the pedagogic readiness of teachers in managing learning effectively. This interpretation is in line with Bentri and Bidayati (2022) which emphasizes that digital pedagogical competence is influenced by teacher readiness and learning environment support.

The ability of teachers to manage classrooms and evaluate learning is another important indicator of improving pedagogical competence. Teachers are able to create humane classroom interactions, provide fair learning opportunities to students, and carry out continuous learning evaluations. Pedagogically, evaluation not only functions as a measuring tool for learning outcomes, but also as a means of reflection to improve the learning process. These findings are

in line with research by (Duncan, 2010) which emphasizes that learning evaluation is an integral part of teacher professionalism.

The results of the study show that the improvement of pedagogical competence of teaching staff is influenced by internal and external factors. Internal factors include teachers' motivation, commitment, and professional attitude in developing pedagogical competence. Teachers who have high motivation and commitment tend to be more responsive to training, mentoring, and academic supervision. These findings are consistent with (Baskara & Sutarni, 2024) which states that teachers' professional awareness plays an important role in strengthening pedagogical competence. The external factors include institutional support, pesantren leadership policies, a conducive work environment, and the availability of learning facilities and infrastructure. The support of Islamic boarding school leaders and a collaborative work culture, such as teacher deliberation, play a significant role in encouraging teachers to share experiences and improve the quality of learning. This interpretation is in line with (Sanusi Uwes, 1999, 33) which emphasizes that the organizational environment and educational leadership have a great influence on improving teacher professionalism.

Conclusion

Improving the pedagogical competence of teaching staff at the Zainul Hafidz At-Taufiq Islamic Boarding School is carried out through a systematic and sustainable strategy, including mapping teacher needs, implementing training, academic mentoring and supervision, collaboration through teacher deliberation, external cooperation, and evaluation and follow-up. Needs mapping is the basis for planning for targeted competency development, while training, supervision, and mentoring contribute to improving the quality of planning, implementation, and evaluation of learning. Collaboration between teachers and external partnerships also enrich pedagogic insights and encourage learning innovations that are relevant to the context of Islamic boarding schools. Evaluation accompanied by continuous follow-up strengthens the professionalism and quality culture of teaching staff, so that the strategy plays an important role in improving the quality of learning and the quality of pesantren education.

Efforts to improve the pedagogical competence of teachers are also carried out through an integrated and continuous professional development approach, such as training in the preparation of lesson plans, strengthening the application of learning models, classroom management, and the introduction of digital media supported through seminars, workshops, teacher deliberations, and academic mentoring. All of these activities improve the ability of teachers to plan, implement, and evaluate learning in a more systematic, varied, and contextual manner in accordance with the characteristics of students and pesantren values. Although the use of digital media has not been optimal, the training and mentoring carried out have fostered pedagogic awareness and professional attitudes of teaching staff, thus contributing positively to improving the quality of learning.

Improving the pedagogical competence of teaching staff is reflected in the ability to plan, implement, manage, and evaluate learning in a more systematic, effective, and contextual manner. Teachers have been able to prepare lesson plans in a directed manner, carry out active and conducive learning, and manage classes and learning evaluations in a humanistic and sustainable manner by paying attention to the cognitive, affective, and psychomotor

development of students. The increase in competence is influenced by the synergy between internal factors, such as motivation, commitment, and professional attitude of teachers, as well as external factors in the form of institutional support, pesantren leadership policies, a conducive work environment, and the availability of learning infrastructure. With the support of balanced internal and external factors, the development of pedagogic competencies plays an important role in improving the quality of learning and the quality of pesantren education in a sustainable manner.

Acknowledgment

The author expresses sincere gratitude to the editors and reviewers for their constructive comments and valuable critiques, which have significantly contributed to improving the quality of this manuscript. The author also extends appreciation to the officials of Zainul Hafidz At-Taufiq Islamic Boarding School, Buwun Mas, for their willingness to participate as respondents, thereby enabling the successful implementation of this study.

References

- Ahmadi. (2021). *Kepemimpinan Pesantren: Pola Komunikasi dan Komitmen Integrasi Budaya* (M. I. Jayanti (ed.); I). CV Genta Fisa Utama, Anggota IKAPI.
- Baidawi, A. H. (2023). Problematika Pendidikan Agama Islam di Pondok Pesantren. *Schemata: Jurnal Pascasarjana UIN Mataram*, 12(2), 81–92. <https://doi.org/10.20414/schemata.v12i2.9126>
- Baskara, A., & Sutarni, N. (2024). Kompetensi Pedagogik Guru SMA di Indonesia : Sebuah Systematic Literature Review. *Didaktika: Jurnal Kependidikan*, 13(3), 3481–3496. <https://doi.org/10.58230/27454312.772>
- Bentri, A., & Hidayati, A. (2022). Factors supporting digital pedagogical competence of primary education teachers in Indonesia. *Frontiers in Education*, November, 1–9. <https://doi.org/10.3389/educ.2022.929191>
- Cahyana, M. A. (2024). Kompetensi Pedagogik Guru Kelas : Perencanaan , Penerapan dan Evaluasi dalam Pembelajaran. *Edukatif: Jurnal Ilmu Pendidikan Volume*, 6(1), 844–851. <https://doi.org/10.31004/edukatif.v6i1.5962>
- Dadang Suhardan. (2010). *Supervisi Profesional Layanan dalam Meningkatkan Mutu Pengajaran di Era Otonomi Daerah*. Alfabeta.
- Faiz, A., & Kurniawaty, I. (2022). Urgensi Pendidikan Nilai di Era Globalisasi. *Jurnal Basicedu*, 6(3), 3222–3229. <https://doi.org/10.31004/basicedu.v6i3.2581>
- Hamzah, A. (2019). *Etos Kera Guru Era 4.0 Industri (I)*. CV. Literasi Nusantara.
- Hayati, N. R. (2015). Manajemen Pesantren Dalam Menghadapi Dunia Global. *Arbawi: Jurnal Keilmuan Manajemen Pendidikan*, 1(02), 97–106. <https://doi.org/https://doi.org/10.32678/tarbawi.v1i02.2006>
- Huda, N. (2024). Supervisi Akademik Dalam Meningkatkan Kompetensi Profesional Guru Di Ma Al Isti ' Anah Program Studi Magister Pendidikan Agama Islam Fakultas Agama Islam 2024 M / 1446 H. In universitas Islam Sultan Agung semarang. Universitas Islam Sultan Agung Semarang.
- Ling. (2021). Problem dan Tantangan Lembaga Pendidikan Pondok Pesantren Salaf dan Modern. *Bestari*, 18(2), 165–180. <https://doi.org/10.36667/bestari.v18i2.946>
- Mahmud. (2011). *Metode Penelitian Pendidikan*. C.V Pustaka Setia.
- Mulyani, N. (2019). Pengembangan profesionalisme guru pada mtsn 1 serang melalui peningkatan kompetensi profesional dan pedagogik. *Tarbawi: Jurnal Keilmuan Manajemen Pendidikan*, 5(01), 87. <https://doi.org/10.32678/tarbawi.v5i01.1826>
- Nuridin, A. (2019). Manajemen Pembinaan Kepala Sekolah Dan Motivasi Kerja Guru Serta Kemampuan Mengajar Guru Dalam Upaya Meningkatkan Kompetensi Profesional Guru Di Sekolah. *Tarbawi: Jurnal Keilmuan Manajemen Pendidikan*, 5(01), 52.
- Ritonga, N. A., & Hidayat, E. (2021). Strategi Pengembangan Kompetensi Guru Pendidikan Agama

- Islam Pondok Pesantren Hidayatullah Karimun. *Jurnal Al Muharrik ...*, 1(2), 65–71.
- Salim, N. A., Zaini, M., Wahib, A., & Fauzi, I. (2024). Fostering Moderate Character of Santri : Effective Hidden Curriculum Strategy in Islamic Boarding Schools. *Nazhruna: Jurnal Pendidikan Islam*, 7(2), 357–372. <https://doi.org/https://doi.org/10.31538/nzh.v7i2.4676>
- Sanusi Uwes. (1999). *Manajemen Pengembangan Mutu Dosen*. Logos Wacana Ilmu.
- Sugiyono. (2016). *Metode Penelitian Kuantitatif, Kualitatif, R&D*. Alfabeta.
- Sutrisno, Shidiq Agung, and B. S. (2024). *Manajemen Kepala Sekolah Dalam Peningkatan Kompetensi Pedagogik Guru (Studi Kompetensi Pedagogik SMP Muhammadiyah Sinar Fajar Cawas dan MSW Pesantren Raudhatul Quran Bayat)*. Universitas Muhammadiyah Surakarta.
- Tri, Y., & Muhtar, T. (2025). Urgensi Kompetensi Pedagogik Guru dalam Pembelajaran Abad Ke- 21 : Studi Kritis Pedagogik Futuristik. *Ideguru : Jurnal Karya Ilmiah Guru*, 10(1), 389–395. <https://doi.org/10.51169/ideguru.v10i1.1417>
- Utari, D., Harahap, R. M., & Ritonga, A. S. (2023). Kompetensi Guru Pesantren Modern (Studi tentang Pedagogical Content Knowledge). *Nuris Journal of Education and Islamic Studies*, 3(2), 139–146. <https://doi.org/10.52620/jeis.v3i2.48>
- Wandawari, A., & Ansar, A. (2025). Integrasi Pendidikan Agama dan Umum dalam Kurikulum Pondok Pesantren Modern. *Jurnal Pengabdian Ruru*, 1(2), 53–60.
- Yusuf, A. M. (2014). *Metode Penelitian Kuantitatif, Kualitatif dan Penelitian Gabungan (I)*. Kencana.