

Strategy for improving teacher pedagogic competence through ummi method certification at SD Islam Al Alifah Palembang

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Abstract: In modern times, many teachers still have not fully met the criteria of qualified professional teachers, especially in the Qur'an learning method with the Ummi method. This study aims to analyze the concept of increasing pedagogic competence through Ummi method certification. This research uses a qualitative approach with a case study type. The research informants were the principal, the Quran coordinator, and the Ummi method Quran teacher. The results of this study show that the concept of pedagogical competence of Qur'an teachers in the learning process is quite good, namely: 1) mastery of learning theories and learning principles by exploring each learning material conceptually through the Ummi Method volume book and literature on their respective disciplines (children's volume level); 2) curriculum development; and 3) development of student potential. The Ummi method has touched on several indicators so that the goals of Qur'an education can be achieved properly. The impact of Ummi method certification can be felt directly, not only by teachers but also by students and guardians. In the strategy to increase teacher pedagogic competence, there are four factors: strengths, opportunities, obstacles, and threats.

Keywords: Pedagogic competence, strategy, Ummi method

Abstrak: Di zaman modern ini, masih banyak guru yang belum sepenuhnya memenuhi kriteria guru profesional yang berkualitas, khususnya pada metode pembelajaran Al-Qur'an dengan metode Ummi. Penelitian ini bertujuan untuk menganalisis konsep peningkatan kompetensi pedagogik melalui sertifikasi metode Ummi. Penelitian ini menggunakan pendekatan kualitatif dengan jenis studi kasus. Informan penelitian adalah kepala sekolah, koordinator Alquran, dan guru Alquran metode Ummi. Hasil penelitian ini menunjukkan bahwa konsep kompetensi pedagogi guru Al-Qur'an dalam proses pembelajaran cukup baik, yaitu: 1) penguasaan teori pembelajaran dan prinsip pembelajaran dengan mengeksplorasi setiap materi pembelajaran secara konseptual melalui buku jilid Metode Ummi dan literatur. pada disiplin ilmu masing-masing (tingkat volume anak); 2) pengembangan kurikulum; dan 3) pengembangan potensi peserta didik. Metode Ummi telah menyentuh beberapa indikator agar tujuan pendidikan Al-Qur'an dapat tercapai dengan baik. Dampak dari sertifikasi metode Ummi ini dapat dirasakan secara langsung tidak hanya oleh guru tetapi juga oleh siswa dan wali murid. Dalam strategi peningkatan kompetensi pedagogik guru terdapat empat faktor yaitu kekuatan, peluang, hambatan, dan ancaman.

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Kata kunci: Kompetensi pedagogik, strategi, metode Ummi

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INTRODUCTION

Education has always been the cornerstone of any nation's development (Akbal, 2017). Therefore, its long-term survival is essential for the growth and development of all countries. Education covers a wide range of topics. Several obstacles have plagued for centuries, ranging from changes in schools due to war, such as a country's curriculum, lack of support for learning facilities, disease outbreaks, and political instability (Abdurrahmansyah et al., 2022; Dayagbil et al., 2021; Dobiesz et al., 2022; Hamzah et al., 2022; Tadesse & Muluye, 2020). One of the student learning facilities is competent teachers who are a central part of the implementation of the education system because teachers are

educators who will produce quality students who transfer knowledge (Alfiyanto, 2022; Alfiyanto & Hidayati, 2022; Dahlan, 2019; Malik, 2018; Rahmatullah, 2016). Therefore, the role of teachers is very important for national development in order to realize the goals of national education.

As educators in realizing national education goals, teachers must be ensured to have competence in carrying out their professional duties (Lailatussaadah, 2015; Naro, 2017). Teachers must realize this thinking because education and teaching are purposeful endeavors. More than that, educational and teaching activities are related and directed to achieve goals (Nasir et al., 2023; Ordu, 2021). The role of goals is very important because it determines the direction of the learning process. Clear objectives will also give clear instructions for the selection of study materials, determination of teaching methods teaching aids, and giving instructions to teaching (Munna & Kalam, 2021; Sinambela et al., 2021; Soltura, 2022). The objectives referred to above are not only a direction to bring students to achieve instructional goals but also a starting point to help students achieve the general goals of national education.

The goals of national education should also be linked to the objectives of Islamic education. The general goal of education cannot be achieved except after going through the process of teaching, experience, habituation, appreciation, and belief in its truth (Mia et al., 2023; Mustika et al., 2023; Welerubun et al., 2022). The stages to achieve this goal must go through formal education both in schools and madrasas. Abdurrahmansyah stated that to emphasize the element of knowledge transformation in national education, schools, as the spearhead of the implementation of national education goals, need to direct all students to become *full human beings*. Students are developed to have a positive self-concept, an awareness of life and spiritual values, and a strong social commitment (Abdurrahmansyah, 2021). The implementation of formal education, in an effort to realize this goal, the government imposes on schools and madrasahs, namely teachers. Regarding teachers (in Law Number 14 of 2005): “states that Teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood education through formal education, primary education, and secondary education” (Irsyad, 2018).

Zahroh (2018) the meaning of teacher contained in the Law that teachers are those whose job or livelihood is teaching (*instructor*) or educating (*educator*). From this opinion, it can be stated that to realize the goals of national education, it must be carried out by competent professionals. The teacher competency standards consist of several indicators that can be used as a measure of teacher characteristics that are assessed for professional competence (Novauli, 2021; Pujiarti et al., 2023). Teacher competence is a combination of personal, scientific, technological, social, and spiritual abilities that thoroughly form the standard competence of the teacher profession, which includes mastery of the material, understanding of students, educational lessons, personal development, and professionalism (Islam et al., 2023; Zulvah, 2015)

The importance of teacher qualifications in the world of formal education is a demand for national education standards (Jahidi, 2014; Lafendry, 2020). One of them is that teachers must have pedagogic competence. If teachers do not master pedagogic competence, then the teacher cannot do learning optimally (Rosi, 2021). Professional teaching staff and pedagogic competence make quality education, which covers all fields to be studied, all of

which are part of learning and influence each other. If teachers include current materials in the curriculum, then it means that teachers need to design teaching methods in the context of classroom learning (Guerrero, 2013; Hakim, 2015). Effective teachers know that they must develop knowledge and skills in two things, namely design and implementation (Abdurrahmansyah, 2022). As TA, the principal of SD Islam Al Alifah told the author about teachers and learning the Qur'an: "Learning the Qur'an is an obligation that must be carried out and developed for every individual Muslim because it is directly related to daily worship. This is the basic reason related to teacher skills and competence in teaching as a priority, which will affect especially students at SD Islam Al Alifah Palembang".

Given the importance of learning the Qur'an, children have enormous learning potential. In the process of learning the Qur'an, especially in formal and informal educational environments, various factors can influence the use of methods. By applying a method, students can develop their mental attitudes and personalities so that they can digest lessons easily, effectively, and correctly (Ramayulis, 2019). The method is a comprehensive procedure or plan that includes the presentation of subjects that are orderly and harmonious and in harmony with each other based on one approach (Harisnur & Suriana, 2022). Therefore, teachers are expected to be able to apply using appropriate teaching methods.

SD Islam Al Alifah Palembang is one of the schools that uses the Ummi Method in teaching reading the Qur'an. The Ummi method is a Qur'an learning method that focuses more on materials in the application of how to read in accordance with the rules of tajweed, fashohah, and rhythm through guidance and teaching activities that do not forget the needs of the community on the importance of the ability to read the Qur'an in order to understand, believe, practice the values contained in the Qur'an (Ummi Foundation, 2020). The difference between the Ummi method and other Qur'an reading methods is that the Ummi Method is an easy Qur'an learning method (that is, it provides a learning methodology that is easy to understand), fun (the material is delivered in a pleasant atmosphere), and touches the heart (a touch of the heart based on sincerity and only hopes for divine pleasure). The advantages of this method are that it teaches not only how to read the Qur'an properly and correctly but also how to practice it. At the same time, other methods of reading the Qur'an are more about teaching how to read the Qur'an well in accordance with the rules of tajweed (Khudori et al., 2019).

There are still many teachers who do not fully meet the criteria for quality professional teachers in this modern era, especially in Al-Qur'an learning methods. This can be caused by the lack of programs carried out to monitor the quality of Qur'an teachers, so it will not be known whether the standard is still maintained in quality or has faded due to the absence of control and material renewal, departing from this Khudori et al. (2019) created the Ummi Method, so that more Quran teachers maintain the quality of their reading and really understand the Qur'an reading system. Based on the initial observation, there are still some Ummi teachers who have not participated in Ummi certification, even though Ummi certification is an absolute requirement that must be met to become a Ummi teacher. If it continues to be left unchecked, it will affect the pedagogic competence of a teacher. Therefore, to improve and maintain pedagogic competence, especially in teacher quality, programmatic and continuous development and coaching are needed. Based on an interview with the chief coordinator of Ummi at SD Islam Al Alifah, MD, revealed: "It is true

that there are some teachers who have not participated in the certification of the Ummi Method because the certification is carried out scheduled from the central Ummi or Ummi Korda Palembang, so what we can do is to prepare teachers who have not been certified with *tashih* (reading improvement) first."

Based on the results of the interview above, on the results of the author's interview with FH as a teacher of the Qur'an, Ummi said: "Indeed, based on the guidelines of the Ummi method, the Qur'an teacher must be certified and declared to have passed *tashih*, but all of this has been coordinated directly with the principal and Ummi Coordinator of Palembang, focusing on *tashih* graduation first." Therefore, the chief coordinator of Ummi and related parties at SD Islam Alifah is making an effort to develop and foster the pedagogical competence of Qur'an teachers of the Ummi method. The chief coordinator of Ummi conducts various strategies through programs specifically for Qur'an teachers. This was seen when the author made direct observations to SD Islam Al Alifah Palembang. Based on the existing reality, in order to study more deeply and find out how strategies can improve the pedagogical competence of teachers of the Qur'an Ummi Method through its certification program, researchers are interested in taking approaches related to the description above. In order to be a reference for readers or other institutions to answer the same problems as the ability of their Qur'an teachers in schools. This study aims to analyze the concept of increasing pedagogic competence through Ummi Method certification.

METHOD

This research uses the field research method, where researchers will make direct observations in the field. This study used a qualitative descriptive approach. The research location is SD Islam Al Alifah Palembang. As for this study, there were two informants, namely key informants (Headmaster as coordinator, and teacher of Ummi method Qur'an), and supporting informants (students and literature materials related to teacher pedagogic improvement). The data collection techniques used are 1) observation to observe and record systematically the phenomena that occur at the research location, namely about strategies to increase teacher pedagogic competence through the certification of the Ummi method at SD Islam Al Alifah Palembang; 2) Interviews to obtain data directly from resource persons regarding strategies to increase teacher pedagogic competence through the certification of the Ummi method; and 3) Documentation to record past events in the form of writing, drawings, or monumental works from someone (Sugiyono, 2022).

In analyzing data, the technique used is a qualitative descriptive analysis technique, namely describing, explaining, or explaining the data in the problem formulation with clear words and sentences through several stages. First, data collection from the field is checked for validity and correctness, and then it is edited. After completing data management with these several stages, the next stage is to conduct data analysis (Sugiyono, 2022). Furthermore, the data is analyzed using data analysis proposed by Miles and Huberman in the form of data reduction, data presentation, verification, or conclusion so that it is expected to answer the problems raised in the introductory chapter.

RESULTS AND DISCUSSION

At this point, the author will present a description of the data obtained from the results of field research. The data in question are data related to teacher pedagogy through

the certification of the Ummi Method. The required data is direct data from the research source to the object concerned. The techniques used are observation, interview, and documentation techniques.

The concept of improving teacher pedagogic competence through Ummi method certification

Teacher pedagogical competence is related to the ability or skills in managing a learning cycle or teaching and learning interactions with students (Rusnawati, 2015). Not only teachers in the field of formal school studies but also other learning, such as learning to read the Qur'an teachers, must also have optimal pedagogic competence. Based on the results of the interview, it is known that the requirements for Ummi Method teachers are that Ummi Method teachers must have passed the certification program of the Ummi Method through Trainers in the city and center directly.



Fig. 1. Ummi Al Alifah method teacher takes certification

Based on observations made by researchers at SD Islam Alifah Palembang about the competence of Qur'an teachers, it has indeed been carried out in accordance with interviews as delivered by the principal of SD Islam Alifah. Judging from all existing Ummi Method Qur'an teachers, all of them have participated in the Ummi Method certification program, so it is expected that the basic teaching ability of each Qur'an teacher is in accordance with the provisions of the Ummi Foundation. Speaking of pedagogic competence, several indicators must be considered by every teacher, including teachers of the Ummi Method, so that the basis of educational goals can be achieved in accordance with the existing vision and mission. Among them are:

Understanding insights and educational foundations

In the Ummi method itself, teachers must pass and have faced various stages, such as passing the tashih stage (evaluation of reading standards), the tahsin stage (tartil and attitude coaching), and the certification stage. Based on the results of interviews, observations, and documentation, it is known that it is true that all teachers of the Ummi method Qur'an have been certified and passed other programs. This can be seen when researchers directly observe the ways and methods of Qur'an teachers in teaching. Departing from the results of this information, researchers concluded that every teacher of the Qur'an Ummi method at SD Islam Al Alifah has met the indicators in understanding the insights and foundations of Qur'an education, especially using the Ummi method.



Fig. 2. Ummi method teachers follow the tashih process

Coaching students

Understanding students is related to the teacher's ability to understand student conditions (Janawi, 2019). In modern education, children are subjects in the learning process. Children are not seen as objects of education because children are individuals who require attention and, at the same time, participate in the learning process. Children also have characteristics that are different from one another (Resminingsih et al., 2017). Based on the results of interviews, documentation, and observations, it is known that teachers have done well in the process of understanding students.

Curriculum or syllabus development

As an educator, it is required to be able to develop each curriculum in learning in accordance with the curriculum implemented by the government (Dhani, 2020). Teachers are able to compile syllabi in accordance with the most important objectives of the curriculum and use lesson plans in accordance with the objectives and learning environment (Nur, 2014). Teachers are able to select, compile, and arrange learning materials that suit student needs (Anwar, 2019; Lubis, 2018). According to the results of observations related to administration and semester programs, everything has been arranged by the Ummi Foundation Surabaya, and reports are made every month. Based on the results of the interview, it can be affirmed that learning the Ummi method is curriculum development, which adjusts to school learning objectives and the objectives of Qur'an learning that have been arranged and set by the Ummi Foundation Surabaya.

Tahun	Bulan	Tanggal																														
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
2022	Juli																															
	Agustus																															
	September																															
	Oktober																															
	November																															
	Desember																															
		TOTAL HARI DAN MENDONGKOKI SEMESTER I																														

AL-Q	HAFT	FGA	PROGRAM	REAL. JUZ	PERAGA	TM	MATERI/HAFTAN
1	1	1	JUZ 30 1	1 - 40	Haft 1	40	1. An-Nisa (1) 2. Al-Furqan (1) 3. Al-Furqan (2) 4. Al-Kahf (1) 5. An-Naba (1) 6. Al-Naba (2)
		2	JUZ 30 2	1 - 20	Haft 2	20	7. Al-Kahf (2) 8. Al-Muhammad (1) 9. Al-Muhammad (2)
		3	JUZ 30 3	21 - 40	Haft 3	20	10. Al-Muhammad (3) 11. Al-Muhammad (4) 12. Al-Muhammad (5)
		4	JUZ 30 4	1 - 40	Haft 4	40	13. Al-Muhammad (6) 14. Al-Muhammad (7) 15. Al-Muhammad (8) 16. Al-Muhammad (9)
2	1	1	JUZ 30 5	1 - 40	Haft 5	40	17. Al-Muhammad (10) 18. Al-Muhammad (11) 19. Al-Muhammad (12) 20. Al-Muhammad (13)
		2	JUZ 30 6	1 - 40	Haft 6	40	21. Al-Muhammad (14) 22. Al-Muhammad (15) 23. Al-Muhammad (16) 24. Al-Muhammad (17)
		3	JUZ 30 7	1 - 40	Haft 7	40	25. Al-Muhammad (18) 26. Al-Muhammad (19) 27. Al-Muhammad (20) 28. Al-Muhammad (21)
		4	JUZ 30 8	1 - 40	Haft 8	40	29. Al-Muhammad (22) 30. Al-Muhammad (23) 31. Al-Muhammad (24) 32. Al-Muhammad (25)
3	1	1	JUZ 30 9	1 - 40	Haft 9	40	33. Al-Muhammad (26) 34. Al-Muhammad (27) 35. Al-Muhammad (28) 36. Al-Muhammad (29)
		2	JUZ 30 10	1 - 40	Haft 10	40	37. Al-Muhammad (30) 38. Al-Muhammad (31) 39. Al-Muhammad (32) 40. Al-Muhammad (33)
		3	JUZ 30 11	1 - 40	Haft 11	40	41. Al-Muhammad (34) 42. Al-Muhammad (35) 43. Al-Muhammad (36) 44. Al-Muhammad (37)
		4	JUZ 30 12	1 - 40	Haft 12	40	45. Al-Muhammad (38) 46. Al-Muhammad (39) 47. Al-Muhammad (40) 48. Al-Muhammad (41)
4	1	1	JUZ 30 13	1 - 40	Haft 13	40	49. Al-Muhammad (42) 50. Al-Muhammad (43) 51. Al-Muhammad (44) 52. Al-Muhammad (45)
		2	JUZ 30 14	1 - 40	Haft 14	40	53. Al-Muhammad (46) 54. Al-Muhammad (47) 55. Al-Muhammad (48) 56. Al-Muhammad (49)
		3	JUZ 30 15	1 - 40	Haft 15	40	57. Al-Muhammad (50) 58. Al-Muhammad (51) 59. Al-Muhammad (52) 60. Al-Muhammad (53)
		4	JUZ 30 16	1 - 40	Haft 16	40	61. Al-Muhammad (54) 62. Al-Muhammad (55) 63. Al-Muhammad (56) 64. Al-Muhammad (57)

Fig. 3. Semester program and learning targets of the Ummi method

Implementation of educational and dialogical learning

Teachers must be able to compile and use various learning materials and resources according to student characteristics (Lubis, 2018; Rudini & Saputra, 2022). In addition, teachers must also be able to communicate effectively, empathically, and politely with students, as well as be enthusiastic and positive (Rosid, 2021). Communication is a process of delivering energy from the senses to the brain. Communicating effectively, empathically, and politely to students is communication that must be carried out in the learning process. Empathic and polite language makes the lesson atmosphere more harmonious (Alfiyanto et al., 2021; Anwar, 2019).

Based on the results of interviews, observations, and documentation, it is known that communication between Qur'an teachers and students has been carried out well, judging from the teacher's attitude during learning, as well as the direct practice of every learning that supports communication between teachers and students. It can be explained that communication, which is one of the indicators of teacher pedagogic competence, has been practiced as expected from the initial concept of pedagogic competence at SD Islam Alifah Palembang.



Fig. 4. Teachers ask questions and communicate with students during learning

Student development to actualize their various potentials

Teachers and schools have an important role in growing children's potential (Arifudin, 2022). Teachers are able to analyze the learning potential of each student and identify the development of student potential through learning programs that support students in actualizing their academic potential, personality, and creativity (Andre et al., 2018). Based on observations, interviews, and documentation, it is known that teachers learning the Qur'an Ummi Method at SD Islam Al Alifah are indeed mapped according to the same abilities and the same pages to facilitate students in the process of developing their abilities. This becomes a clarity that the teacher has paid attention correctly to the various potentials possessed by students.

Utilization of learning technology

Teachers use technology as a medium. Provide learning materials and administer using information technology. Get children used to interacting using technology (Andriani, 2016). Based on the results of interviews, observations, and documentation, it is known that teachers utilize learning technology such as the digital Qur'an or other learning media.

Evaluation of learning outcomes

Teachers evaluate the effectiveness of learning processes and outcomes and use information from assessment and evaluation results to design remedial and enrichment programs (Afriansih et al., 2019). Teachers use the results of assessment analysis in the learning process (Supriadi, 2014). Based on the results of observations, interviews, and documentation, we have carried out evaluations at SD Islam Al Aifah, especially in learning the Qur'an. The Ummi Method uses an evaluation system every day after receiving the theory explained by the teacher, individual practice or small groups, and then taking grades individually. It can be affirmed, based on the interviews, documentation, and observations above, that the evaluation has been carried out even with the provisions of the Ummi Method but does not contradict the expectations of the intended evaluation process.

The table is a grid for daily assessment. The columns are numbered 1 through 31, representing days. The rows list student names and their corresponding scores or initials in the grid cells. At the bottom, there are fields for the teacher's name, title (Koordinator Al-Qur'an), and a signature.

Fig. 5. Sample Teacher Daily Assessment Sheet

Impact of increasing pedagogic competence of teachers through Ummi method certification

Speaking of impact, the impact is an influence that brings both positive and negative impacts. If, in simple language, the impact can be interpreted as an influence or effect in a decision taken by a person or superior, which usually has its impact, namely a) Science in teaching in the Ummi method; b) Allowances in the form of additional income; c) The right to promotion in the school environment of SD Islam Al Alifah Palembang; and d) Direct appreciation or appreciation in the form of a Ummi Method certificate. The impact of pedagogic competence itself is said to be successful, must touch several indicators, and must be considered by every teacher, especially teachers of the Qur'an Ummi Method, so that the basis of the objectives of his Qur'an education can be achieved properly.

Planning

All processes that have clear goals must certainly carry out a mature and competent plan. Without a good plan, both the process and the goal itself will be hampered in achieving it.

Implementation

Talking about the impact of implementation, of course, it will lead to the process when learning occurs, the learning steps and stages in learning, which will certainly be different before and after taking the Ummi method certification. Based on the results of observations, interviews, and documentation, it is known that teachers in the learning implementation process, all of whom have followed the Ummi method certification, have been able to master

the class by applying seven mandatory stages as conveyed by the resource person. As for the explanation, the division of Ummi time is 5 minutes of opening, 10 minutes of memorization, 10 minutes of classical, 30 minutes of reading and listening, and 5 minutes of closing. Related to the impact of increasing the competence of teacher methods in the implementation of learning the Qur'an Ummi Method, it can be emphasized that many positive compositions can be taken, including the application of seven mandatory stages and a clear division of time.

Evaluation

Evaluation, if in simple language, can be said to be an assessment. In the context of the impact of Ummi method certification on teacher pedagogic competence, such as evaluation, which is the final point of what is perceived as a difference by teachers. Strategy to Increase Teacher Pedagogic Competence through Ummi method certification, SD Islam Al Alifah Palembang. Based on the author's direct observation, students have a book called the Ummi Method Student Achievement book. It contains rote values and reading scores of each student at each learning meeting. It can be explained from the results of the interview. Documentation and observations that the impact of Ummi method certification can be felt directly not only by teachers but students as well. Even the guardians of students can directly monitor the results of their children's learning evaluations at home through existing achievement books.

Strategies for improving teacher pedagogic competence through Ummi method certification

Strategy is very important to determine organizational success, so learning and deepening the science of strategy provides many benefits for a person (Hindun, 2015). Therefore, by using strategic management, every leader of an organization can interact in planning and implementing strategies (Wijaya, 2019). The initial strategy of Al Alifah Islamic Elementary School is to make an Islamic school based on the Qur'an so that the school takes action by involving its Qur'an teachers to be competent in the learning process so that it will better support the school achievement process. The series of strategic management preparation processes can be seen in several operational management that have been developed by SD Islam Al Alifah, namely strategy formulation, implementation, and evaluation.

Strategy formulation or planning

Formulation or establishing a strategy plan is a stage of strategy planning that begins with a SWOT analysis (strengths, weaknesses, opportunities, and threats) with the aim of developing a vision and mission that becomes the short-term and long-term goals of an organization.

Strength

All kinds of methods or methods certainly have advantages and disadvantages. However, choosing the appropriate and needed method is the benchmark for choosing the Ummi method as a way to increase the pedagogical competence of Qur'an teachers at SD Islam Al Alifah.

Weakness

Based on the results of interviews, documentation, and observations, it is known that the weakness faced is that if there is a new teacher recruitment process, then the teacher must follow the certification, this will hinder the process of new teachers understanding how to teach the Qur'an using the Ummi method.

Opportunity

Based on the results of interviews, observations, and documentation, it is known that although there are still few who use the Ummi method, this is an opportunity for SD Islam Al Alifah as a model school or pilot school so that other schools that carry out MoUs with the central Ummi can make SD Islam Al Alifah as a pilot.

Threats

Factors that can be a threat come from external SD Islam Al Alifah, namely many Islamic schools that will use the Ummi method, so that competitiveness will increase rapidly. In addition, SD Islam Al Alifah must continue to improve the pedagogical competence of Qur'an teachers in order to continue to produce graduates who excel in the field of the Qur'an, both recitation and memorization.

So, it can be affirmed from the explanation above that there are many strengths in the UMMI Method, especially when certification is taught directly as a whole how Qur'an teachers teach well and correctly. However, this has not been supported by a certification program that is still not too much, so it slightly hampers the development of new Qur'an teachers. Opportunities can be taken from the certification of the Ummi method, especially in the development of the Ummi method. SD Islam Alifah can be a pilot school for other schools that are new to using the Ummi method. However, this can be a threat in the future when rivals are growing more and more, which makes SD Islam Alifah ready for the development of the demands of the times.

Strategy implementation

Carry out actions such as the formation of established policies to motivate human resources, and these resources must be allocated so that strategy formulation can be implemented. Based on interviews and observations of the author in its implementation, SD Islam Alifah uses various ways, namely 1) building good communication, 2) mentoring/training (Coaching), and 3) awards.

Strategy evaluation

The evaluation here is intended as a process of monitoring, controlling, and assessing supervision of all applications, from the formulation of strategy formulation to the application of strategies and the application of educational competencies through the UMMI Method. The evaluation, of course, is not limited to monitoring, assessment, or control, all of which will have follow-ups from both the school and the Ummi foundation itself. Follow-up from the school in evaluating the teaching and learning activities of the Ummi method Qur'an, namely Trainers from the Ummi Foundation every three months will carry out direct supervision for approximately one week to foster Ummi method teachers at SD Islam Al Alifah Palembang.

From the information above, it can be understood that in the process of evaluating strategies to improve pedagogic competence through Ummi method certification, evaluation is usually carried out directly by the principal as an evaluator of educational competence results through Ummi method certification. However, good coordination between the principal and the coordinator of the Qur'an Ummi method of SD Islam Al Alifah has succeeded in supporting Qur'an teachers to be better in terms of pedagogic competence. Not only that, the follow-up carried out by the school is to carry out an MoU with the Ummi Foundation Surabaya so that the Ummi Foundation conducts supervision every three months carried out by more experienced trainers to support the competence of Ummi teachers to be even better.

CONCLUSION

Based on the concept of pedagogical competence of Qur'an teachers in the learning process at SD Islam Al Alifah Jakabaring Palembang, it is quite good starting from mastery of learning theory and educational learning principles carried out by exploring each learning material conceptually through the Ummi method volume book and literature on their respective disciplines (children's volume level), curriculum development related to the subjects taught is carried out by Solidifying a number of learning materials to students properly and correctly and according to the allocation of learning time provided, developing the potential of students to actualize their various potentials is carried out by providing a number of exercises in the form of practice and memorization related to the learning material that has been taught, and utilizing the results of assessment and evaluation for the benefit of learning carried out by identifying developments learners through learning evaluation activities.

The positive impact of pedagogic competence itself can be said to have been successful, the Ummi Method itself has touched several indicators that have been paid attention to by every teacher, especially teachers of the Ummi method Qur'an, so that the basis of the objectives of his Qur'an education can be achieved properly. Even the impact of Ummi method certification can be felt directly by teachers and students. Even the guardians of students can directly monitor the results of their children's learning evaluations at home through existing achievement books.

In the strategy of increasing teacher pedagogic competence at SD Islam Alifah, there are factors of strength, opportunity, obstacle, and threat. There are many strengths in the Ummi method, especially when certification is taught directly as a whole how Qur'an teachers teach well and correctly. However, this has not been supported by a certification program that is still not too much, so it slightly hampers the development of new Qur'an teachers. Opportunities can be taken from the certification of the Ummi method, especially in the development of the Ummi method. SD Islam Alifah can be a pilot school for other schools that are new to using the Ummi method. However, this can be a threat in the future when rivals are growing more and more, and this makes SD Islam Alifah ready for the development of the demands of the times.

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