

PROFESSIONALISM OF EDUCATORS IN IMPROVING THE QUALITY OF LEARNING IN ISLAMIC RELIGIOUS EDUCATION

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ABSTRACT

This research was conducted because of the important role of professional teachers in improving the quality of learning, especially in Islamic Religious Education (PAI) subjects at SMAN 2 Bogor. It was found that the learning methods used were less effective and students lacked attention when studying. The aim of this research is to find out what the professionalism of PAI teachers at SMAN 2 Bogor is like in teaching; and how the role of professional PAI teachers can help improve the quality of PAI learning. This research uses a qualitative method with a descriptive approach. Data was collected through classroom observations, interviews with teachers and school officials, and viewing learning documents. After that, the data is analyzed by simplifying, compiling and drawing conclusions from the information obtained. The research results show that PAI teachers at SMAN 2 Bogor have tried to teach professionally. PAI teachers at SMAN 2 Bogor use effective methods by adapting their classes for this purpose. The teacher's efforts to improve the quality of PAI learning have had a positive impact, although they still need to be improved, especially in terms of creativity and innovation.

Keywords: Professional teachers, quality learning, Islamic Religious Education at SMAN 2 Bogor

INTRODUCTION

Islamic Religious Education (PAI) is one of the important subjects in education in Indonesia. In addition to having high religious values, PAI learning also has an important role in shaping the character and morals of students. However, to achieve this goal, PAI teachers are needed who have high professionalism competence. In this context, the use of information technology as a learning resource can be an effective alternative in improving student learning outcomes in PAI subjects. However, the effectiveness of using information technology as a learning resource still requires further attention and research in the context of Islamic education. (Wahid, 2024)

Professional PAI teachers are educators in teacher training programs or already have teacher certification and have received a bachelor's degree diploma (S1) and have experience in teaching, the professionalism of PAI teachers also shows a condition, direction, value, goal and quality of professionals and agents in the field of Islamic religious education itself. Understanding the professionalism of PAI teachers are educators who have certain skills that are only obtained from special education. (Shodikin, 2024) A professional PAI teacher must have knowledge of the content he teaches in order to convey the teachings of Islam to his students comprehensively and in detail. Furthermore, professional PAI teachers should choose and apply effective learning methods to help students better understand and acquire Islamic teachings. A professional PAI teacher must be able to establish good communication with his students so that they can understand their learning needs and expectations. In addition, professional PAI teachers must also be able to communicate and build good working relationships with colleagues and parents of students to improve the quality of teaching and student learning outcomes. (Moh. Imam Syafi'i, 2024)

Islamic religious education teachers must be able to develop professionalism in shaping the character of their students, because in essence teachers must be role models for students. In addition

to being role models for students, Islamic religious education teachers must socialize good morals through teaching methods during teaching and learning activities. The formation of religious character in high school continues to experience obstacles and obstacles both due to internal and external limitations. The development of students' character both inside and outside the school environment is also greatly influenced by environmental factors. (Marfiatus Sholikah, 2023) The postulate of Aqli and Naqli related to the professionalism of educators in Improving the Quality of Learning as a next

إِقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ ۚ اقْرَأْ وَرَبُّكَ الْأَكْرَمُ ۚ الَّذِي عَلَّمَ بِالْقَلَمِ عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ ط

(Q.S Al-Alaq (96:1-5)

meaning: Recite in the name of your Lord who created!, He created man from a clot of blood, Read! Your Lord is the Most Exalted, the One who teaches (mankind) with the pen. He taught man what he did not know.

This verse explains that the first five verses of Surah al-'Alaq according to Quraish Shihab were revealed on the 17th of Ramadan, contrary to the above opinion. This is according to Ibn Assyria. The majority of academics adhere to this second opinion. According to Muhammad 'Ali al-Shabuni the verse is the beginning of the Divine call to the Prophet (peace be upon him). It contains wisdom and the importance of da'wah, or the recommendation to read and write. Considering that the goal is to spread the religion of Islam. That is, recite the Qur'an, O Muhammad, beginning with and using the name of your Lord the Exalted, Who created all things and is the embodiment of all things. Knowledge. The lack of mastery of professional competence in Islamic Religious Education learning can be an obstacle to students' learning outcomes in the future, indeed in the midst of educators' commitment to prioritize learning quality in anticipation of the era of competition, it turns out that the quality of teachers as the spearhead of education still needs to be reviewed.

Based on the results of observations and interviews conducted at SMAN 2 Bogor, it was found that the focus of research on the professionalism of educators towards Islamic religious education was found to determine the standards of professional PAI teachers at SMAN 2 Bogor. If there are obstacles to the learning process in the classroom, it can cause less than optimal learning outcomes for students. Based on the description of the problem, the author is interested in making a deeper observation focusing on the professionalism of educators in Islamic religious education which is outlined in a research entitled: "Professionalism of Educators in Improving the Quality of Learning for Islamic Religious Education"

RESEARCH METHODS

The research covers all research activities and is designed using qualitative research methods. Qualitative research is a type of research that can be carried out scientifically, so qualitative is considered a naturalistic method. where the researcher acts as the key instrument. According to Sugiyono, the qualitative research method is a research method based on the philosophy of positivism

and for the natural condition of objects, the researcher as a key instrument, data collection with triangulation (combined) techniques, data analysis is qualitative and the results are more about meaning than generalization. The research approach used is qualitative descriptive. This approach is a research conducted to explain the results of interviews, observations and in-depth information from the research subjects. This research is flexible and open to adapt to field conditions (Sugiyono, 2017).(Sugiono, 2019)

RESULTS AND DISCUSSION

The Concept of Educator Professionalism for Islamic Religious Education Learning at SMAN 2 Bogor

It can be known that the conceptual criteria of educator professionalism in improving the learning of Islamic Religious Education (PAI) in students at SMAN 2 Bogor that educators must have qualifications that have met professional standards, one of which is evidenced by the formal education background taken by teachers. Generally, educators at SMAN 2 Bogor have completed higher education at least at the Strata 1 (S1) level or equivalent to a bachelor's degree. This is in accordance with the national provisions on the qualifications of teachers who must have a S1 diploma as a basic professionalism requirement.

In addition to looking at the qualifications of educators, PAI teachers who are in the final process must also have Teacher Certification. Teacher certification is one of the strategic programs launched by the government as a form of recognition of the professionalism of educators. This program aims to identify and establish qualified teachers, as well as provide educator certificates as formal proof of eligibility in carrying out their profession. At SMAN 2 Bogor, most of the teachers already have an educator certificate, which shows that they have gone through the competency assessment process scientifically and responsibly, both academically and morally.

In an effort to realize the optimal quality of religious education in schools, clear and measurable achievement indicators are needed to assess the performance of Islamic Religious Education (PAI) teachers. PAI teachers at SMAN 2 Bogor are measured through five main aspects of competence, namely pedagogic, professional, personality, social, and spiritual which are benchmarks in developing professionalism and the influence of teachers on the character of students.

Then the performance and teaching quality of teachers who have obtained certification need to be evaluated periodically to ensure that professionalism standards are maintained. This evaluation is important because through this process it can be known to what extent certified teachers carry out their duties and devotion in educating students. In its implementation, teacher performance evaluation refers to the Regulation of the Minister of National Education No. 41 of 2007 concerning Standards for the Process of Primary and Secondary Education, which is the main guideline for teachers in planning, implementing, assessing, and following up on the learning process.

Quality of Learning at SMAN 2 Bogor

The quality of teachers can be known based on their level of professionalism in teaching students, but the opposite is true. There are still teachers who have difficulties in providing innovation in learning. so the quality of learning for Islamic religious education at SMAN 2 Bogor can be seen from the skills of PAI teachers and the ability of PAI teachers

The skills of PAI teachers at SMAN 2 Bogor are quite qualified in teaching in the classroom starting from planning, implementation, to learning evaluation that reflects the professionalism of a teacher.

The quality of Islamic religious education is also greatly influenced by the ability of educators to carry out their duties professionally. Teachers who have high competence, both in academic and vocational aspects, are one of the main factors that determine the success of the learning process in schools. In practice, effective teachers are those who not only master the teaching material, but are also able to build good relationships with students through their personal and social competencies. At SMAN 2 Bogor, this can be seen from how teachers, especially Islamic Religious Education (PAI) teachers, deliver material with a communicative approach, and provide examples of moral character in daily life in the school environment. To improve the quality of learning for Islamic religious education, one of the efforts made by Islamic religious education teachers at SMAN 2 Bogor is to conduct MGMP (Subject Teacher Deliberation).

Supporting factors in the PAI learning process are the facilities and infrastructure at SMAN 2 Bogor or facilities that are adequate enough to support learning activities. With the availability of projectors, whiteboards, laptops, and adequate wifi networks, all of which are very helpful in the learning process in the classroom

CONCLUSION

The concept of educator professionalism towards the learning of Islamic Religious Education at SMAN 2 Bogor includes mastery of pedagogic, personality, social, spiritual, and professional competencies as stated in Law Number 14 of 2005 concerning Teachers and Lecturers. PAI teachers at SMAN 2 Bogor carry out their role not only as teachers, but also as role models and coaches of the morals and character of students As well as the quality of learning Islamic Religious Education at SMAN 2 Bogor is shown through the application of varied learning methods such as interactive lectures, discussions, the use of learning media (PowerPoint and Quizizz), and learning evaluation through written tests. Educators also participate in training and workshops to improve their competence. Therefore, PAI teachers continue to strive to create an active, fun, and oriented learning atmosphere for students' religious character.

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