



Professionalism of Islamic Religious Education Teachers in Fostering The Morals of Students

*Siti Solikah¹, Siti Roudhotul Jannah², Gunawan³

^{1,2,3}Institut Agama Islam Ma'arif NU (IAIMNU) Metro Lampung, Indonesia

*Correspondence: ✉ sitisolikahtriwana@gmail.com

Article Information:

Received : 2020-05-08

Revised : 2020-05-14

Accepted : 2020-06-23

Keywords:

Professionalism, Islamic Religious Education Teachers, Morals

Abstract

The teacher as a professional educator has the main task, namely teaching, guiding, directing, training, evaluating, and evaluating students. Professional teachers are: Teachers who are able to carry out the duties and responsibilities as well as possible, able to carry out its role as a teacher in carrying out the main tasks and functions, which are able to plan learning, able to carry out the learning process, and assess and evaluate learning outcomes. This study aims to reveal the professionalism of Islamic Religious Education teachers in fostering the morals of students at SMK Al-Ma'arif Way Kanan. This study used a qualitative approach with case study design. Data collection is done by interview, observation and documentation. The results of this study indicate that: (1) PAI teacher professionalism is sufficient in carrying out its duties, in making learning plans, implementing learning and evaluating learning outcomes, but PAI teachers still need to improve their professionalism with various efforts. (2) Efforts in fostering the morals of students include a) integrated curriculum of extracurricular and extracurricular activities, b) exemplary, c) habituation, d) counseling guidance (3) supporting and inhibiting factors in fostering the morals of students, a) supporting factors of principals and teachers. b) The inhibiting factors are 1) Internal factors where the factors that exist in students themselves are the lack of awareness about moral education. 2) External factors, a) the school environment, where the imperfect fence is there, the school environment, b) the family environment, where family environment that does not familiarize moral values and religious atmosphere, c) the community environment, where the environment has bad habits and relationships.

INTRODUCTION

A Teachers are the spearhead in efforts to change society. It is assumed that education can affect life in society. In the opinion of Zakiah Daradjat (1992) defining teachers (educators) are professional educators, therefore implicitly he has volunteered himself to accept and bear the educational responsibilities that are borne by parents. Therefore, the teacher is a professional educator where he has volunteered himself to accept and carry some of the educational mandate that is carried on the shoulders of parents. Islamic religious teachers (PAI) are people who have a very important role in everything. Therefore, Islamic religious teachers must be able to foster so that they are able to train students who have commendable morals.

A teacher if it is related to his duties and functions, the teacher is a person who repairs and updates models or how they work in accordance with the demands of the times. Facing the times that change every time, Islamic religious education as a compulsory PAI subject in public school education, PAI subjects have an important role in instilling Islamic religious values to students. Moral development must be carried out looking at social problems. There is an increasing number of people in the community, especially in the educational environment such as lack of discipline, greeting culture, respecting teachers, helping out, reluctance to participate in congregational prayers (Setiawan, 2014).

Teenagers today like to do things that are inappropriate to follow negative associations such as smoking, drinking liquor, a culture of impolite dress (Nef-Saluz, 2007). Meanwhile there are positive associations at school by participating in extracurricular activities at school such as *Iqra'* club, *yasinan* (reading *yasin* together), and other activities. social service. From the existing picture, Islamic religious education teachers are expected to be able to give strong faith in students so that with a strong Islamic faith one can become a sincere human being.

The progress of an education is determined by the quality of the teacher. Systemically, the problem of teacher quality is included in the spectrum of educational problems. According to the laws and regulations Education in Indonesia must have an undergraduate academic qualification (Sulisworo, Nasir, & Maryani, 2017). The strategic role of Islamic religious education teachers in the learning process is in the framework of developing the potential of students so that the quality of Islamic religious education is determined by the professionalism of Islamic Religious Education teachers. Through professional teachers, the transformation of values and knowledge takes place as expected to be realized properly. Likewise, if the quality of Islamic religious education teachers is low, the learning outcomes of students also tend to be less than satisfactory or not maximal in their achievement (Agung, 2012).

From the quote above, the professionalism of Islamic religious education teachers is very important, in improving the quality of Islamic education and developing children's potential. in Islamic religious education. The development of the potential of the child is emphasized on changing attitudes and insights in accordance with the development of the existing community.

Law Number 14 of 2005 concerning teachers and lecturers also contains the professional duties of teachers, as contained in article 20, which states that teachers in carrying out their professional duties are obliged to (Undang-Undang RI, 2005):

- a). Planning learning, implementing quality learning processes, as well as assessing and evaluating learning outcomes;

- b). Improving and developing academic qualifications and competencies on an ongoing basis in line with the development of science, technology and the arts;
- c). Act objectively and non-discriminatory on the basis of considerations of gender, religion, ethnicity, race and certain physical conditions, or family background, socio-economic status of students in learning;
- d). Upholding the laws and regulations, laws, and codes of ethics for teachers, as well as religious and ethical values;
- e). Maintain and foster national unity and integrity

Moh.Uzer Usman (2010) defines that a professional teacher is a person who has special abilities and expertise in the field of education so that he is able to carry out his duties and functions as a teacher with maximum abilities. The teacher as a professional educator has the main task, namely educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood education through formal education, basic education and secondary education (Kunandar, 2008). Syarifuddin Nurdin in Abd. Rahman Getteng (2009) said that one of the factors that influence the success of a teacher's task is performance in designing, implementing and evaluating the learning process. From the opinions above, it can be concluded that the learning process a professional teacher is able to carry out his duties and responsibilities as well as possible. Able to carry out its role as a teacher and carry out the main tasks and functions as a teacher, able to plan learning can carry out the learning process, and the strategies used in teaching are able to foster interest and motivation of students to take part in the learning process at school and assess and evaluate learning outcomes.

The importance of a teacher in the demands of professionalism, the teacher must be able to carry out his duties as an educator to fulfill his main duties and functions as a teacher (Hakim, 2017). There are several indicators that show the weak performance of teachers in carrying out their main tasks in teaching, namely: (a) low understanding of teaching materials (b) low understanding of learning strategies (c) low ability to conduct and utilize classroom action research (d) low commitment to the profession. Because of the importance of the professionalism of a teacher, it is necessary to research on the professionalism of teachers, especially Islamic Religious Education.

In connection with this, the professionalism of PAI teachers in fostering the morals of students at SMK Al-Ma'arif Way Kanan is very important to study. In this study, it will be discussed specifically on PAI subjects on morality which emphasizes the habituation of students to apply commendable morals (al-akhlak al-mahmudah) and stay away from despicable morals (al-akhlak al-mazeasy) in everyday life. And lessons on fiqh PAI subjects to prepare students to be able to recognize, understand, appreciate and practice Islamic law which then becomes the basis of their

view of life. And Introducing reading and writing the Koran to students where students are expected to be able to read the Koran properly and correctly.

Previous research that became a reference entitled "*Professionalism of Islamic religious education teachers in the moral formation of Tias Bangun Pubian Islamic Middle School students, Central Lampung*" in 2018 concluded that: Teacher professionalism cannot be separated from three factors, namely teacher competence, teacher certification and teacher certification allowances, where the third These factors support the professionalism of Islamic religious education teachers in the moral formation of Tias Bangun Pubian Islamic Middle School students, Central Lampung (Ngalim, 2018).

From the facts in the field, there are differences from previous research and those that the authors examine, the teacher can be said to be successful or not, regardless of his success in carrying out his main duties and functions as a teacher, namely: planning learning, carrying out the learning process, and assessing and evaluating learning outcomes. The principal of a teacher can be a supporter in his professionalism as a teacher of Islamic religious education in fostering the morals of students at Vocational School (SMK) Al Ma'arif Way Kanan. Based on the background of the problem, the objectives of this study are: (1) To find out the professionalism of Islamic religious education teachers. (2) The efforts in fostering the morals of students. (3) To find out the supporting and inhibiting factors in fostering morals through students.

Method

The research used in this work is a qualitative research that uses a case study approach, namely research that aims to describe or describe what is being studied regarding the *professionalism of Islamic religious education teachers in fostering the morals of students at SMK Al Ma'arif Way Kanan*. The research approach method uses a case study approach, which is an effort to examine in depth about a case being studied through the cycle process that is in the sample as a whole.

Primary data sources are data obtained from informants who are observed in the field. Therefore, the data obtained by the researchers came from informants or events in the field. The primary data sources were: school principals, Islamic religious education teachers, Counselling Guidance (BK) teachers and students. Data collection techniques using triangulation techniques, namely: observation, interviews and documentation (Dewi, Muttaqin, & Muftiyah, 2019). While the data analysis technique uses data reduction, data presentation, data verification or drawing conclusions.

FINDINGS AND DISCUSSIONS

Islamic Religious Teacher (PAI) teacher professionalism

PAI teacher professionalism is very important in an effort to create quality and competitive human resources in today's era of globalization. Because it is the teacher who directly plays a role in creating quality human resources, both in terms of knowledge and morals. The teacher is one of the

determining factors for the success of any learning effort. Therefore, every time there is an educational innovation, especially in the curriculum and improvement of human resources, it shows that the teacher's role in education exists. Given the dominant role of the teacher in the learning process and greatly influences the quality of education, professional teachers are needed. Professional teachers are teachers who have special abilities or competencies and expertise in the field of teaching, therefore they are able to carry out their duties and functions as teachers with maximum abilities. The teacher's ability requirements include mastery of subject matter, mastering learning methodologies, having a high work ethic and responsibility and having a noble personality.

The teacher as a professional educator has the main task, namely educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood education through formal education, basic education, and secondary education (Kusnandar, 2008). PAI teachers as central figures in moral development in schools, have heavy but noble duties and responsibilities. Therefore, teachers are required to have high dedication and loyalty to their professional duties. The professional duties of teachers include making good learning plans, being able to carry out the learning process and being able to evaluate the course of the learning and being able to show good behavior in their lives. The professionalism of PAI teachers in fostering the noble character of students at SMK Al Ma'arif based on the results of observations, interviews and documentation, in carrying out the duties of PAI teachers in carrying out the learning process is made based on the following indicators:

Table 1. Professionalism of PAI teachers at SMK Al Ma'arif Way Kanan

No	Aspects	Teacher Professionalism
1	Making Lesson	a) Understanding of educational foundations b) Creating learning programs, syllabus, and lesson plans
2	Implementing Learning	a) The ability to convey and master the material or PAI subject matter broadly and deeply. b) Ability in the form of mastering competency standards and basic competencies. c) Ability to manage classes and understand the characteristics of students. d) Ability in the form of understanding, choosing, and using the most appropriate learning method
3	Evaluation and assessment	a) Daily test b) Mid-semester test (UTS) c) Semester Exam (UAS)

Efforts in fostering the morals of students at SMK Al Ma'arif Way Kanan

Moral development is an important and even urgent thing to be carried out for students from kindergarten, elementary, junior high, to high school / vocational levels. Education in SMA/SMK places more emphasis on general education, emphasizes theories, and produces graduates who generally have a direction to continue to a higher level of education. There are different levels of handling and coaching carried out.

Islam as a comprehensive religion always provides good guidance in regulating human life. Likewise in efforts to build morals. Abuddin Nata (2009) stated that the moral development adopted by Islam is through several ways, namely by means of an *integrated*; habituation, by means of coercion (at a certain stage), through example, by considering oneself to have many shortcomings rather than advantages, paying attention to the human psyche that differs according to age.

Efforts to pass on the noble values of Islamic teachings to students in forming responsible intellectual personalities can be done through an integrated system, giving examples, habituation, and providing guidance. Based on the results of observations and interviews, the authors can identify the efforts made by PAI teachers in fostering the noble character of students at SMK Al Maarif.

Tabel 2. Efforts by PAI teachers in fostering the morals of students at SMK Al Ma'arif Way Kanan

No	Aspects	Efforts to Foster Morals
1	Integrated Curriculum	a) Intracurricular Activities: learning activities carried out face-to-face in the classroom and independent activities outside the classroom in accordance with content standards. b) Extracurricular Activities: efforts to strengthen and enrich values and norms as well as develop the personality, talents, and interests of students outside of class hours including, <i>iqra'</i> club, boarding school, <i>yasinan</i> , social service
2	Exemplary	The teacher provides an example for discipline, responsibility, respect for fellow teachers, please help and participate in the congregational midday prayer.
3	Habits	Teachers get used to discipline, responsibility, respect for fellow teachers, please help and participate in congregational midday prayers.
4	Guidance Counseling	The teacher guides by mediating, speaking from the heart to students who are having problems.

Supporting and inhibiting factors in fostering the morals of students at SMK Al Ma'arif Kanan Way

In the process of implementing PAI learning at SMK Al Maarif there are things that support and also become obstacles to these activities. Based on observations and interviews, the authors can identify the supporting and inhibiting factors

Tabel 3. Factors supporting and inhibiting PAI teachers in fostering the morals of students at SMK Al Ma'arif Way Kanan

No	Aspect	Factor
1	Supporting Factor	a) Principals and teachers b) Adequate facilities and infrastructure
2	Inhibiting Factors	a) Internal factors: namely from the students themselves, namely the lack of awareness in moral education b) External Factor: The school environment, the rudimentary school fence, Family environment, lack of information and get used to moral values and a religious atmosphere, The community environment has bad habits and associations

CONCLUSION

Based on the results of the research and discussion, it can be taken several conclusions related to the professionalism of PAI teachers in fostering the morals of students at SMK Al Ma'arif Way Kanan. PAI teachers are adequate in carrying out their professionalism as a teacher, namely carrying out their main tasks of making lesson plans, implementing learning and evaluating learning outcomes, but PAI teachers still need to improve their professionalism with various efforts. Moreover, to support in foddering the students' character, it is needed to ingrate curriculum, habituation, giving example, and guidance and counselling.

Supporting and inhibiting factors in the moral development of students. The Supporting factors come from principal and teacher. However, Inhibiting factors namely Internal factors: namely factors that come from the students themselves, namely the lack of awareness in moral education. External factors, The school environment, where the school has a fence but it is not perfect so that children easily come to school late and are easy to play truant. Family environment, where there is a lack of inculcation of religious values and familiarization with a religious atmosphere in the family environment. The community environment, where the environment greatly influences children's habits so that it changes the culture of children to dress inappropriately and the social environment is not good, such as smoking and minimal drinking.

REFERENCES

- Abd.Rahman Getteng. (2009). *Menuju Guru yang Profesional dan ber-Etika* (Cet. I; Yogyakarta: Graha Guru)
- Abuddin Nata. (2009). *Akhlak Tasawuf* (Cet. I; Jakarta: Rajawali Pers)
- Dewi, N. L., Muttaqin, A. I., & Muftiyah, A. (2019). Implementasi Strategi Information Search dengan Memaksimalkan Penggunaan Smartphone dalam Pembelajaran PAI Kelas X MIPA 1 DI SMA Negeri 1 Genteng Tahun Pelajaran 2018/2019. *Jurnal Tarbiyatuna: Kajian Pendidikan Islam*, 3(2), 171-186.
- Hakim, L. (2017). Development strategy of pedagogical competence to improve professionalism of islamic education teacher. *Jurnal Pendidikan Islam*, 3(2), 207-220.
- Iskandar Agung. (2012). *Menghasilkan Guru Kompeten & Profesional*, (Jakarta: Bee MediaIndonesia)
- Kunandar. (2008). *Guru Profesional Implementasi Kurikulum Tingkat Satuan Pendidikan (KTSP) dan Sukses dalam Sertifikasi Guru*, (Cet. III: Jakarta: Raja Grafindo Persada)
- M. Uzer Usman. (2010). *Menjadi Guru Profesional* (Cet. 24; Bandung: Remaja Rosdakarya)
- Nef-Saluz, C. (2007). Islamic Pop Culture in Indonesia. *An anthropological vield study on veiling practices among students of Gadjah Mada University of Yogyakarta*. Bern: University of Bern.
- Undang-Undang Republik Indonesia Nomor 14 Tahun 2005, tentang Guru dan Dosen, hlm. 28
- Ngalim, Akhmad (2018). Profesionalisme Guru Pendidikan Agama Islam Dalam Pembentukan Akhlak Siswa SMP Islam Tias Bangun Pubian Lampung Tengah.
- Setiawan, H. B. (2014). *The role of islamic education teacher in the implementation of multicultural education at Selamat Pagi Indonesia Senior High School of Batu* (Doctoral dissertation, Universitas Islam Negeri Maulana Malik Ibrahim).
- Sulisworo, D., Nasir, R., & Maryani, I. (2017). Identification of teachers' problems in Indonesia on facing global community. *International Journal of Research Studies in Education*, 6(2), 81-90.
- Zakiah Darajdat, (1992) *Ilmu pendidikan Islam*, (Jakarta: Bumi kasara)