

PROFESIOANALISM OF ISLAMIC RELIGION TEACHER TO INCREASE STUDENTS' LEARNING QUALITY IN STATE SENIOR HIGH SCHOOL 17 SURABAYA

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Abstract: This study aims to reveal the Professionalism of Islamic Religious Education teacher in State Senior High School 17 Surabaya in improving the students' learning quality. As well as improving the students' learning quality in State Senior High School 17 Surabaya. The method used in this research is analytical descriptive research that is a research that aims to give a picture of reality on object that is studied objectively. The source of the research data obtained from observation, interview, questionnaire and documentation. This research took place from December 15, 2017 to February 15, 2018. Research proved that the professionalism of Islamic Religious Education teacher in State Senior High School 17 Surabaya is good enough. Professional teachers are teachers who can be mature, able to control themselves, not easily carried away emotions. Be objective, teachers who have academic qualifications in accordance with their field of Bachelor of Islamic Religious Education, have four competencies (pedagogic competence, knowledge, personality and social competence). So that, students' learning quality will increase and having quality as expected.

Keywords: Islamic Religious Education Teachers, Professionalism, Quality of Learning

A. Introduction

Teachers are at the forefront of change efforts in society. It is assumed that education can affect life in society. A religious teacher is one who has a central role in that. Therefore religious teachers should be able to train the learners' mentality to be praised and noble. A teacher of Islamic Religious Education is expected to be able to instill and foster a strong and true faith in learners. Because of that, with Islamic faith, someone will be good to be an *Ihsan* human.

In the world of education, teachers are a key element of the entire educational process, especially at the institutional and instructional levels. The position of teachers in the implementation of education is at the forefront. The existence of teachers and their readiness to perform the task as educators is crucial for the implementation of an educational

process. According to Muhammad Surya, without teachers education will only be a slogan that no meaning. To him, teachers are considered the central point and the beginning of all educational development.¹

The advance or retreat of the nation's children's education is operationally determined by the quality of teachers. Systemically, teacher's quality problems are included in the spectrum of educational issues that have been found in the last two decades. Initially the teachers were only qualified as academic graduates of SPG, PGA, D2, D3, and currently according to the Laws and Education Regulations in Indonesia must have S1 academic qualifications.

The strategic role of teachers of Islamic Religious Education in the learning process is within the framework of developing the potential of the students so that the quality of

¹ Muhammad Surya, *Percikan Perjuangan Guru* (Cet. I; Semarang: CV. Aneka Ilmu, 2003), 2.

Islamic religious education is determined by the professionalism of Islamic Religious Education teachers. Through professional teachers, the transformation of value and science takes place as expected can be realized properly. Similarly, if the quality of teachers of Islamic Religious Education is low then the learning outcomes of students also tend to be less satisfactory or not the maximum achievement.²

In line with the above quote, the professionalism of Islamic Religious Education teachers is very important, it is in order to improve the quality of Islamic religious education and develop the potential of children in Islamic religious education. Development of the potential of the child, is focused emphasize on changing attitudes and insights according to the development of existing communities. The development should be able to create dynamic ideas, new ideas and dissemination with the right approach.

The professionalism of Islamic religious education teachers in conducting educational processes in Islamic educational institutions or education in general, becomes very urgent, it will encourage the changes in learning and development quality of Islamic education in the globalization era. Kusnandar argued that "With the professionalism of Islamic religious education teachers, the future teacher does not appear as a teacher anymore,

as the function which is prominent, but switches as coach, counselor and learning manager.³ Islamic religious education teachers are not just transferring knowledge to their students, but they are also responsible for the management (manager of learning), director (director of learning), facilitator and planner of future society.⁴

Departing from this importance of professionalism of Islamic religious education teacher, the writer needs to do research on the professionalism of Islamic religious education teacher in improving the quality of learning in State Senior High School 17 Surabaya.

B. Research Methods

This research approach used qualitative data which is an approach in conducting research oriented to phenomena or symptoms of a natural nature, commonly called field study or naturalistic inquiry.⁵ To seek and find understanding of what phenomena experienced by research subjects such as behavior, perception, motivation, action, etc., holistically, and by the way of description in the form of words and languages, in a specific context that is natural and by utilizing various natural methods.⁶

This approach is used by describing in general the professionalism of Islamic religious education teacher then analysis approach is done so that the author be able to know more about how

² Iskandar Agung, *Menghasilkan Guru Kompeten & Profesional*, (Jakarta: Bee Media Indonesia, 2012), 1.

³ Kusnandar, *Guru Profesional Implementasi Kurikulum Tingkat Satuan Pendidikan (KTSP) dan Persiapan Menghadapi Sertifikasi Guru*, 50.

⁴ Tim Departemen Agama RI, *Islam untuk Disiplin Ilmu Pendidikan*, (Jakarta: PPPAI-PTU, 1984), 149

⁵ Mahmud, *Metode Penelitian Pendidikan* (Bandung: Pustaka Setia, 2011), 89

⁶ Lexy J. Maleong, *Metodologi Penelitian Kualitatif*, (Bandung: PT Remaja Rosdakarya, 2011), 20.

professionalism of Islamic religious education teacher in improving learning. The data obtained are collected in one arrangement and interpreted so that got the conclusion of the target object which is studied.

There are two kinds of sources of data used in this study, namely primary sources and secondary sources. Primary sources are sources obtained directly from informants through observation and interviews. Determination of the informant came from certain characteristics, i.e. people who know the information and problems in depth and can be trusted to be an accurate data source and directly involved in this activity. Therefore the informant is:

1. Principal and general teachers from State Senior High School 17 Surabaya get data and information about the policy direction of each school in implementing teachers' professionalism of education system.
2. Islamic religious education teachers of State Senior High School 17 Surabaya are observed, seen directly by the researchers how they teach, as well as how they deliver materials to students, and the methods used.
3. Students from State Senior High School 17 Surabaya, to get information data about professionalism of Islamic religious education teachers respectively

Secondary data are various notes and data based, School Profiles, books, magazines, newspapers that are supporting the primary data. Data that can be taken in the form of words or actions are taken to find out the truth data obtained by researchers from the school. On the other hand it also obtained from existing sources, in the form of documents of other relevant

reports and archives including observing facts in the field.

There are three stages on qualitative data analysis used by this author, namely:

- 1) Data Reduction
- 2) Data Exposure (Data Display)
- 3) Withdrawal Conclusion and Verification

Reducing data is an activity of summarizing, choosing the subject, focusing on what matters, and searching for the theme and pattern. Reduced data will give a clearer picture and easier to collect the data. The data that has been reduced then it is described. Data exposure as a collection of organized information, and gives the possibility of conclusions and taking action. Withdrawal of conclusion is the result of research that answered the focus of research based on result of data analysis. The conclusions are presented in the form of descriptive research object based on the research study.

C. Results and Discussion

1. Professionalism of Islamic Religious Education Teachers

Educators have a very important task in the education process, including:

- a) Guiding, seeking an introduction to the needs and abilities of the learner.
- b) Creating an educational situation that is conducive, where all the actions of education can take place well so as to achieve satisfactory results.
- c) Have the knowledge of religion and knowledge needed to be practiced and believed.

The results of several expert studies on the nature or characteristics

of the profession resulted in the following conclusions.⁷

- a) Intellectual ability gained through education, i.e. higher education level which includes special training related to the scholarship of related profession later.
- b) Having specialist knowledge, special mastering of specialized disciplines/specializations such as teachers who specialize in a particular field.⁸
- c) Have practical knowledge that can be used directly by other people or clients.
- d) Having a work technique that can be communicated, a teacher must be able to communicate so that what is conveyed can be understood by learners.
- e) Have the capacity to organize work independently or self-organization, the work that he/she does can be managed alone without the help of others.
- f) Concerned on the interests of others (altruism). A teacher should be prepared to provide services to his or her students when needed both in the classroom and even outside the school.
- g) Have a code of ethics.
- h) Have community sanctions and responsibilities.
- i) Have a wage system.
- j) Professional culture.

The existence of Islamic Religious Education teachers as the main educator in the implementation of Islamic religious education is to act as a designer, executor, leader, communicator and evaluator of the Islamic religious education process in order to achieve the goal of the

formation of the noble personality of the students. Philosophically, the human/child is a theomorphic creature, (man derived from God and returning to God) who is entrusted as *Khalifah* (leader/representative, controller), and *Abdun* (servant), within the framework of the mission of finding and practicing *Sunnatullah* for the salvation and prosperity of the human being on earth.

The role of educators in educating children must of course be directed to develop the potential/talent of children maximally and prepare a conducive environment for learning so as to achieve maximum maturity (intellectuality, morality, aesthetics, spirituality) as a true Muslim person/*insan sholeh*. Strictly, the desired personal of Islamic education system is the one who has the intelligence of intellect, emotion and spiritual in an integrated manner.⁹

A blend of Islamic thought (*aqliyah Islamiyah*) - the way of thinking with the foundation of Islam and making Islam the only standard of thought, and with Islamic attitudes (*nafsiyah Islamiyah*) - the attitude of the soul and the tendency to be guided by Islam in the standard of satisfaction of all human needs.¹⁰

Al-Ghazali advised educators to have the following characteristics.

- a) Have a sense of affection for students.
- b) Do not expect any kind of reward or thank you, but let's teach with the intention of seeking Allah's good pleasure and draw closer to Him.
- c) Prevent the students from bad morals.
- d) In order to pay attention to the mind level of the students and speak to

⁷ Nur Ubayati, *Ilmu Pendidikan Islam*, (Bandung: Pustaka Setia, 1997) Cet I, 71

⁸ Ibid., 78.

⁹ Ibid., 80.

¹⁰ Ibid., 97.

them according to the level of reason.

- e) Do not show the existence of contracts between words and deeds.
- f) Advise the students on every opportunity.
- g) Do not hate the students about a branch of science.

Al-Abrasyi in Armai stated that teachers in Islam should have the following characteristics.

- a) *Juhud*, does not give priority to matter, teaching is done because of seeking God's love.
- b) Clean physically and spiritually.
- c) Appropriate between words and deeds.
- d) Wise.
- e) Not ashamed to admit ignorance.
- f) Patience, humility, forgiveness, good personality, fatherly.
- g) Knowing the character of the students.
- h) *Ikhlas* in work.
- i) Mastering subjects.¹¹

Meanwhile, Mahmud Yunus wanted the Muslim's teachers traits as follows.

- a) Love his students.
- b) Always give advice to students wisely.
- c) The teacher should not undermine other lessons that he does not teach.
- d) Let the teacher invite his students to think and *berijtihad* (personal interpretation), and not merely accept the material presented by the teacher.
- e) Let the teacher teach the early pupils with easy and much lesson material in the community.
- f) Treating students fairly.

¹¹ Armai Areif, *Pengantar Ilmu dan Metodologi Pendidikan Islam* (Jakarta: Ciputat Press, 2002), 73.

2. Quality of Students' Learning in State senior High School 17 Surabaya

School quality is determined by three variables, namely school culture, teaching and learning process, and school reality. School culture is the values, habits, ceremonies, slogans, and behaviors that have long been established in schools and passed from one generation to the next, consciously or unconsciously.

Quality of learning can be said as a picture of the good and bad results achieved by learners in the learning process undertaken. Schools are considered qualified to successfully change attitudes, behaviors and skills of learners associated with the purpose of education. The quality of education as a subsequent system depends on the quality of the components that make up the system, as well as the learning process that lasts to fruition. Quality of learning is the main thing that must be addressed in order to improve the quality of education. In this case the teacher becomes the focal point. With regard to this Suhardan¹² argued that learning is basically an academic activity in the form of communication interaction between educators and learners this process is a professional action that rests on scientific rules. This activity is a teacher activity in activating the learning process of learners by using various learning methods.

In relation to quality of learning, Pudji Muljono mentioned that the concept of learning quality contains five references, namely :

- 1) Compliance includes the following indicators: commensurate with the

¹² Suhardan, Dadang, *Supervise Profesional: Layanan dalam meningkatkan Mutu pembelajaran di Era Otonomi Daerah* (Bandung: Alfabeta, 2010), 67.

characteristics of learners, compatible with the aspirations of the community and individuals, in accordance with the needs of society, in accordance with environmental conditions, in line with the demands of the times, and in accordance with new theories, principles and/or values in education .

- 2) Quality learning should also have a strong appeal, the indicators include: scattered learning opportunities and therefore easy to achieve and follow, educational content that is easily digested because it has been processed in such a way, available opportunities that can be obtained by anyone at any time required, messages given at the right time and event, high reliability, especially due to the outstanding performance of the institution and its graduates, the diversity of resources both purposely developed and those already available that can be selected and utilized for the benefit of learning, and a warm familiar atmosphere and stimulate the formation of students' personality.
- 3) The effectiveness of learning is often measured by the achievement of goals, or can also be interpreted as precisely in managing a situation, or "doing the right things". This definition has the characteristic of: systematic, which is done regularly, consistently or sequentially through the planning, development, implementation, assessment and improvement phase, sensitive to the need for learning tasks and learning needs, clarity of purpose and therefore can be compiled effort achieve it, depend on the ability or their respective powers (learners,

educators, community and government).

- 4) Efficiency of learning can be interpreted as the correspondence between time, cost, and energy used with the results obtained or can be said to do something right. Characteristics included: designing learning activities based on the model refers to the interests, needs of learners, condition of learning organizing, and learning activities neat, for example the environment or background is noticed, the use of various resources with the division of balanced tasks, as well as development and utilization of various sources of learning appropriate necessities, the use of shared learning resources, innovative efforts that constitute savings, such as distance learning and open learning that do not require building construction and hire permanent paid educators. The essence of efficiency is to develop various internal and external (systemic) factors to develop alternative actions and then choose the most beneficial action.
- 5) Productivity is basically a state or process that allows for better and more results. Learning productivity can mean: changing learning processes (from memorizing and remembering to analyzing and creating), adding inputs in the learning process (using a variety of learning resources), increasing the intensity of the interaction of learners with learning resources, or a combination of all three in learning so as to produce better quality, participation in broader education, more graduates, graduates who are more valued by the community, and reduced dropout rates. Quality of learning

will lead to the ability of teachers in the learning process. Simply the ability that must be possessed by the teacher is ability on planning lesson in the learning process, as well as evaluation of learning.

3. Professional Teachers in Improving the Quality of Learning

From the above explanation showed that being an educator is not easy, because educators or teachers play a very important role in the education process. Responsibility for educational outcomes lies in the hands of educators. Talk about improvements in teacher performance or professional development, especially Islamic Religious Education Teachers, cannot be separated from the main tasks (*tupoksi*) and various other related teacher responsibilities.

Teachers' duties and responsibilities include many things, namely teachers can act as teachers, class leaders, counselors, learning environment regulators, planning, learning, supervisors, motivators, evaluators, innovators and other tasks related to their status as teachers of Islamic religious education. According to Usman the role of teachers in improving the quality of learning can be identified from the behavior of teachers as facilitators, demonstrators, classroom managers, mediators and evaluators. The five roles of the teacher will be able to influence the improvement of the quality of learning. But more concrete things are needed for better learning quality. Therefore, if Islamic teachers pay attention to their duties and responsibilities well then the improvement of the quality of learning to students will be really obtained.

D. Conclusions

Based on the results of the research that has been described, it can be concluded that: (1) Teacher profession is a special skill and authority in the field of education, teaching, and training that is occupied to be a livelihood in fulfilling the needs of life concerned. Professional teachers will be reflected in the implementation of the dedication of tasks characterized by expertise in both materials and methods. It is also shown through its responsibility in carrying out all of its devotion. Professional teachers should be able to assume and carry out the responsibilities as teachers to learners, parents, society, nation, country, and religion. Professional teachers have personal, social, intellectual, moral, and spiritual responsibilities. (2) The quality of learning can be said as a picture of the good and bad results achieved by learners in the learning process undertaken. Schools are considered qualified to successfully change attitudes, behaviors and skills of learners associated with the purpose of education. (3) Teachers' duties and responsibilities included many things: teachers can act as teachers, class leaders, mentors, learning environment regulators, planning, learning, supervisors, motivators, evaluators, innovators and other tasks related to their status as Islamic Religious Education Teacher. Thus the quality of learning will increase.

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