
Modernization of Religious Teacher Professionalism Development in Indonesia

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Abstract

Study aims to see the extent of modernization and development of the professional development of existing religious teachers. Of course, professional teachers who are proven by their competencies will encourage the realization of processes and performance products that can support improving the quality of Indonesian education. The method used in this study uses a qualitative research method with a descriptive analytical approach. Where this research approach seeks to explain a symptom, event or event that is happening at the present time where the researcher tries to photograph the events and events that are the center of attention and then describe what they are related to the term educator in the hadith review. The results of the study indicate that the Professionalism of Islamic Religious Education Teachers cannot be separated from three factors that are quite important, namely teacher competence, teacher certification, and teacher professional allowances. Teacher professionalism is a condition in which the work or activities carried out by a teacher become a source of income for life that requires expertise, proficiency, or skills that meet certain quality standards or norms and require professional education. Teacher's Professional and Career Guidance and Development (P3KG) includes the development of pedagogic competence, personality competence, social competence, and professional competence.

Keywords: *Modernization, Professionalism, Religion Teacher*

INTRODUCTION

Since 2005, the issue of professionalism about teachers has been intensively discussed in Indonesia. professional teachers is often associated with three factors that are quite important, including: competence, certification, and the teacher profession allowance itself. these factors are the background which is alleged closely related to the quality of education, their competencies so that they will encourage the realization of performance processes and products that can support the improvement of the quality of education. Competent a teachers can also be proven by obtaining teacher certification and the adequate professional . Currently, there are a number of teachers who have been and will be certified, and also get professional allowances, and will get professional allowancesThe fact that the teacher has been certified is one of the basis of a strong assumption, that the teacher already has competence. The competencies possessed by the teacher include four types, including (1) pedagogical competence (2) professional competence, (3) social competence, and (4) personality competence.

The problem that arises later is that teachers who are assumed to have competence based only on the assumption that they have been certified, seem in the long run difficult to be accountable academically. Evidence of certified teachers is the current condition, which is generally the quality of teacher resources immediately after certification. Because certification is closely related to the learning process, certification cannot be assumed to reflect lifelong superior competence. Post-certification should be an initial milestone for teachers to always improve competence by means of lifelong learning. To facilitate teacher competency improvement, teacher competency development management is needed. This needs to be

considered by various interested parties, because increasing teacher competence is an indicator of increasing teacher professionalism

Professional teachers in question are teachers who are qualified, competent, and teachers who are desired to bring learning achievement and can influence the teaching and learning process of students which will later produce good student learning achievements. The following study will discuss the extent to which the Professionalism of Religious Teachers in Indonesia has been developed. His abilities varied after he accepted his learning experience (Sprijono, 2013).

RESEARCH METHODS

The research conducted in this study used qualitative research methods with a descriptive-analytical approach. Where descriptive research is that seeks to explain a symptom, event, the researcher tries to photograph and events that are the center of attention describe what they are (Sukmadinata, 2013), h. 72). This method is used to solve and at the same time answer the problems that occur in the present by using the way it works starting from collecting the necessary reading materials, sorting and selecting relevant reading materials, reviewing reading materials, then making a writing framework, and pouring out the materials. the reading material according to the written framework that has been made, namely by describing it systematically, in-depth, and comprehensively.

It is hoped that this method will solve existing problems both at present and other actual problems (S. Nasution, 2003: 61). The sources used are writings and books about education written by various experts in the field of education which are later expected to provide clues to the values and education contained in them (Nata, 2010: 7).

RESULTS AND DISCUSSION

Religion Teacher Professionalism

According to Husni Rohim, In the early days of independence, Indonesia developed school educational institutions like the mainstream of the national education system. (Husni Rohim, 2000: 9). Pragmatically, this was done to facilitate the management of national education. The management of national education as a whole is still centralized, so it lacks to encourage democratization and decentralization of education.

Professional religious teachers are those who have expertise both regarding the scientific material they master and their methodological skills. The expertise possessed by professional teachers is obtained through a process of education and training that is programmed and structured specifically. In addition, professional expertise has received formal recognition which is stated in the form of certification, license, and accreditation from the competent authorities, namely the government and professional organizations.

Professional Teacher Performance

The embodiment of the professional performance of religious teachers is supported by a spirit of professionalism, namely a mental attitude that always encourages him to manifest himself as a professional teacher. Professionalism is an intrinsic motivation in the teacher as a driver to develop himself towards professional realization. Professional teachers have important meaning because:

1. Providing guarantees for the protection of the general public's welfare.

2. It is a way to improve the educational profession
3. Provide the possibility of self-improvement and development that allows teachers to provide the best possible service and empower competencies as much as possible.

Teacher Professionalism Improvement Strategy

There are several approaches that can be taken to improve teacher professionalism, including:

a. Through the Execution of Tasks

Professional development through the implementation of tasks is basically an effort to integrate professional potential with the implementation of its main tasks. In this way, the tasks assigned in the implementation of tasks, directly or indirectly, are an effort to increase professionalism. This approach is more informal in nature because it is related to the implementation of daily tasks. This method is very appropriate in various activities, including:

1. Group work to foster mutual respect and social understanding.
2. Group discussion to exchange ideas and discuss problems faced together.
3. Carry out the duties and responsibilities given so as to improve skills and self-confidence.

b. Through Response

Increased professionalism through responsiveness is carried out in the form of a formal or informal interaction which is usually carried out through various interactions such as education and training, seminars, workshops, lectures, consultations, comparative studies, the use of media, and other forums. What supports this response is when religious teachers are in an atmosphere of interaction among religious teachers who have similar backgrounds and tasks, for example, the MGMP (Subject Teacher Conference. In similar subjects, it can be used to develop the professionalism of religious teachers. will gain to exchange knowledge and experience so that in turn they can improve personal and professional insight and quality. The MGMP can develop a work program that allows religion teachers to develop, for example bringing in experts in their fields as facilitators in workshops, training, case studies, and so on.

c. Through Self-Discovery and Development

The increase in professionalism will depend on the personal qualities of each. Everyone has their uniqueness with their advantages and disadvantages. Therefore, efforts to increase professionalism should be centered on the uniqueness of each individual's potential. If this personal potential can be developed effectively, it will become a real skill that integrated forms the quality of one's personality.

d. Through System Support.

The development of the professionalism of religious teachers will depend a lot on the condition of the system in which the relevant religious teacher is assigned. Therefore, efforts to increase professionalism should take place in a conducive organizational and management system. According to Muhammad Surya, education is carried out in various forms, both at the system and concept level as well as at the practical level education can be seen in various educational concepts involving various dimensions. (Muhammad Surya: Papers in the Seminar).

For this matter, it is necessary to strive so that the organization and environment are arranged in such a way that it becomes a system with management that supports the professional development of religious teachers. Adequate management and supporting facilities are necessary to establish a conducive work environment for effective task execution. Class-based management, if implemented properly will support the realization of teacher pedagogical autonomy which in turn can increase professionalism.

Aspects of a Professional Religion Teacher

Kamal Muhammad Isa, argued that a teacher is required to have various traits and attitudes, which include the following:

- a. A teacher must be a human of choice. Ready to assume the mandate and fulfill responsibilities in the education of the younger generation.
- b. A teacher should be able to prepare himself as perfectly as possible. In order to be able to play a role as an educator and as a preacher who always calls to the path of Allah. Therefore, the needs of the teacher's life, must be met by the authorities. So that in their peace of life, they can carry out their duties with love and sincerity.
- c. A teacher should never be greedy and vanity in carrying out his daily duties. So that a teacher only expects rewards and rewards from Allah swt. As stated by Prophet Hud in Q.S. Huud verse 51: "O my people, I do not ask you for a reward for this call of mine. My reward is none other than Allah who created me. Then don't you think of Him?" (Q.S. Huud (11): 51)
- d. A teacher must be able to believe in Islam as a divine concept where he lives with that concept, and is able to practice it.
- e. A teacher must have a commendable attitude, soft-hearted, noble-minded, holy spirit, sincere intentions, taqwanya only to Allah, a lot of knowledge and good at conveying various thoughts. so that the explanation is easily captured with or without props.
- f. The appearance of a teacher should always be polite and neat.
- g. A teacher should also be able to be a pious leader.
- h. The call and advice of a teacher should also be reflected in the attitude of his family or friends.
- i. A teacher must like and love his students. He should not be arrogant and should not stay away, on the contrary, he must approach his students. (Kamal Muhammad 'Isa, 1994: 64-67).

Islamic Religion Teacher Professionalism Competence

As is the meaning of professional for general teachers, religious teachers must also be professionals. In the conclusion, professional teachers are teachers who have special abilities in the field of education. Ability or competence has a close relationship with teaching and learning interactions in the learning process. Where a teacher will hesitate to deliver lesson material if it is not accompanied by competencies such as mastery of the material, as well as the selection and use of methods that are not in accordance with the material will cause boredom and complicate student understanding. Thus the professionalism of a teacher is very supportive in order to stimulate student learning motivation and at the same time achieve teaching and learning interactions as they should.

The process of teaching and learning interaction is a process that contains a series of actions of teachers and students for direct reciprocity in educational situations to achieve certain goals. The interaction of teachers with students is not only in mastering teaching materials but also in accepting values, developing attitudes, and overcoming difficulties faced by students. Thus, in teaching and learning interactions in order to generate student learning motivation, the teacher is not only a trainer and teacher but also an educator and mentor. (R. Ibrahim, Nana Syaodih S, 1996: 33-34).

Modernization of Religious Teacher Professionalism Development

Modernization of Religious Teacher Professionalism Development According to Abuddin Nata, attention to professional teacher development is an agenda that has been going on since Prophet Adam a.s., during the dynasties and empires in India, China, Persia, Ancient Egypt, Greece, and so on. In Indonesia, attention to the development of professional teachers has been carried out since the Hindu, Buddhist, and Islamic kingdoms, the Dutch colonial era, Japan, the Old Order, the New Order, and the present Reformation Era. Professional teacher development is adapted to the needs of the times. (Abuddin Nata, 2012), h. 228). Still according to Abuddin Nata, professional teacher development in the Old Order and New Order, for example, seemed better than today. This can be shown by the following notes.

First, during the Orla and New Order era, everyone who wanted to become a teacher had to graduate from teacher education. To become an elementary school teacher there is a Teacher Education School (SPG), there is also a D-II PGSD (Elementary School Teacher Education) program, D-III PGSM (Secondary Teacher Education). Furthermore, to become an MI teacher there is a 4-Year Religion Teacher Education (4-Year PGA), to become a secondary school teacher there's a 6-Year Religion Teacher Education (6-Year PGA). Graduates of SPG, PGSD, and PGSM can proceed to IKIP (Teaching and Educational Sciences Institute). While the 6-year PGA graduates can continue to the Tarbiyah Faculty. Thus, those who enter the Teacher Training Faculty (IKIP or Tarbiyah) really have the stock of mature teaching theory and practice. These various teacher training schools no longer exist, so the inputs that enter the Teacher Training Faculty do not have adequate basic teaching knowledge. For this reason, these teacher schools need to be considered for reviving.

Second, in order to obtain mature academic and pedagogic competencies, the pattern of teacher development should be carried out through a collaborative approach between non-teaching faculties and teaching faculties. To get a teacher in the field of fiqh, for example, it is better to graduate from the S1 Faculty of Sharia, then take professional teacher education at the Tarbiyah Faculty. Likewise, to get teachers who are proficient in the field of interpretation, are taken from the interpretation department, and teachers who are proficient in Arabic are taken from the Faculty of Dirasah Islamiyah or the Faculty of Adab majoring in Arabic literature and then attend professional teacher education at the Faculty of Tarbiyah. For this reason, there is a need for collaboration between non-teaching faculties and teaching faculties.

Third, the teaching staff in professional education should be professionals who in addition to having expertise, skills, and abilities, also have expertise have practical experience in the field. Senior teachers who excel are more appropriately positioned as professionals to teach teacher education.

Fourth, the education of professional teacher candidates should be carried out through a tiered and chain teacher system. This system is found in free education for the poor as found in Islamic boarding schools. In the 70s, the Fararun Naqiyah Islamic Boarding School, where Prof. Abuddin Nata is studying, implemented a tiered and chain teacher system. For example, a smart and intelligent student from the Tsanawiyah level is given the trust to teach Ibtidaiyah

students. Aliyah's students are good at teaching students in Tsanawiyah, then Aliyah's students study with Kyai. In this way, a lot of profit is earned. (Nata, 2012), h 229-230).

On the other hand, Prof. Muhaimin stated that Islamic religious education teachers will be successful in carrying out their educational duties if they have personal-religious competence (personality and social), and professional-religious competence (pedagogic and professional). The word religious is always attached to each of these competencies and shows the GPAI's commitment to Islamic teachings and values as the main criteria so that all problems of educational behavior are faced, considered, solved, and placed in an Islamic perspective. (Muhaimin, 2012: 189).

Teacher professionalism requires minimum academic qualifications and educator certification. PAI teachers who have professional criteria will be able to carry out their main functions effectively and efficiently to realize the education and learning process. The task of GPAI is even more difficult, especially considering that the function and purpose of national education are to develop capabilities and shape the character and civilization of a dignified nation in order to educate the nation's life, with the aim of developing the potential of students to become human beings who believe and are pious, have a noble character, are healthy, knowledgeable, capable, creative, independent, and become a democratic and responsible citizen.

Talking about improving teacher performance or professional development, especially GPAI, cannot be separated from the main task (tupoksi) main and various other related teacher responsibilities. The duties and responsibilities of teachers include many things, namely teachers can act as teachers, class leaders, mentors, learning environment regulators, lesson planners, supervisors, motivators, evaluators, innovators, and other tasks related to their status as Islamic religious education teachers.

There are several criteria that must be owned by a professional teacher. First, the commitment to professionalism inherent in him, a dedicated attitude, a commitment to the quality of the process and work (product), and an attitude of continuous improvement (continuous improvisation). Second, mastering and being able to develop and explain the function of science in life, and be able to explain its theoretical and practical dimensions. In other words, capable of transforming, internalizing, and implementing knowledge to students. Third, educate and prepare students who have the ability to be creative, organize and maintain their creations so as not to cause havoc for themselves, society, and the environment. Fourth, being able to make himself a model and center of self-identification, role model, and consultant for his students. Fifth, being able to be responsible for building a civilization in the future (civilization of the future). To meet the demands of good teacher performance, the development of teacher professionalism is a necessity. When this is avoided or not implemented, the expected improvement in the quality of education will never be realized.

The position and position of the teacher as a professional is aimed at implementing the national education system and at the same time realizing its goals. To achieve professional criteria, teachers must undergo professionalization or a process towards a true professional degree on an ongoing basis, including the competence to manage classes. Based on Law Number 74 of 2008 it is distinguished between coaching and developing the competence of teachers who have not and those who have S-1 or D-IV qualifications. (Sudarwan Danim and Khairil, 2011: 6-7)

The types of GPAI professional development activities can be carried out through various strategies in the form of education and training (education and training) and non-training. (Mappanganro, 2010: 41-42).

1. Education and training

- a. In House Training (IHT); training carried out internally in teacher groups, schools or other places designated to conduct training.
 - b. Internship program; training carried out in the world of work or relevant industries in order to improve the professional competence of teachers.
 - c. School partnerships; This activity can be carried out between schools on the grounds that there are uniqueness or advantages possessed by partners.
 - d. distance learning; This activity can be carried out without presenting instructors and training participants in a certain room or place, but with a learning system via the internet and the like.
 - e. Tiered training and specialized training; This training is carried out by authorized institutions where the program is arranged in stages, starting from elementary, middle, advanced and high levels.
 - f. Short courses at a college or other place. This activity is intended to improve teacher abilities in such skills as classroom action research, compiling scientific papers, planning, implementing, and evaluating learning, and others.
 - g. School internal development; carried out by school principals and teachers who have the authority to foster, through official meetings, rotation of teaching assignments, provision of internal assignments, and others.
 - h. Further education; This activity can be carried out through study assignments or study permits. The output is to produce teachers coaches who can help other teachers to improve teacher professionalism.
2. Activities other than education and training
- a. Education focus discussion; This activity can be carried out regularly with discussion topics in accordance with the problems that develop in the school.
 - b. Seminar; seminar activities can also be used to update the knowledge of teachers related to increasing their professionalism.
 - c. Workshops; This activity will be more effective if it is directed to produce useful products for learning, competency improvement and career development. This workshop can be in the form of activities to prepare KTSP, curriculum analysis, syllabus development, preparation of lesson plans, and others.
 - d. Study; this activity can be in the form of classroom action research, experimental research in order to improve the quality of learning.
 - e. Writing books or teaching materials; This activity can foster the emergence of a scientific culture in each teacher which is expected to be transformed to other teachers or students.
 - f. Making learning media; this can be in the form of teaching aids, simple practicum tools, or electronic teaching materials or learning animations.
 - g. Making technological works or works of art; technological works or works of art can be in the form of works that are beneficial to the community or works that have aesthetic values that are recognized by the community.

Education, training, and professional development are processes that must be taken by teachers when carrying out official duties. This activity is directed with the aim of improving the

competence, skills, attitudes, understanding, and performance needed by teachers today and in the future.

CONCLUSION

GPA professionalism cannot be separated from three factors that are quite important, namely teacher competence, teacher certification, and professional allowances teacher. Teacher professionalism is a condition in which the work or activities carried out by a teacher become a source of income for life that requires expertise, proficiency, or skills that meet certain quality standards or norms and require professional education. Teacher professional and career development and development (P3KG) includes the development of pedagogic competence, personality competence, social competence, and professional competence. The principle of teacher professional development consists of two principles, namely general principles and specific principles, while other types of teacher professional development activities are carried out through various strategies in the form of education and training (training) and non-training.

Professional development of GPAI is a necessity that must be taken if the quality of education is to be improved, especially considering Indonesia's education is currently slumped. The implication of teacher professionalism is not only focused on the quality of education but also on the institution where the teacher works, and more importantly for the teacher personally, both as an effort to increase self-competence and increase income as a profession. GPA professional development must be carried out continuously, not only partially, or only stopped when the teacher is certified. The development of teacher professionalism is a continuous process that is carried out by a teacher in his profession. This activity must get support from the government, institutions, and the teachers themselves.

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