The Professionalism of Islamic Education Teachers In Learning Management

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Abstrak

Penelitian ini bertujuan menjelaskan sikap profesionalisme guru Pendidikan Agama Islam dalam mengatur pembelajaran khususnya pada masa pandemi covid 19. Guru yang profesional selalu tercermin dalam segala aktivitasnya sebagai orang yang senantiasa mengelola dan mengembangkan lembaga pendidikan. Penelitian ini menggunakan pendekatan kualitatif, sehingga dalam mengumpulkan data menggunakan metode studi kepustakaan yang bersumber dari berbagai referensi baik dari artikel jurnal maupun buku hasil penelitian terbitan tahun 2015-2022 dan fokus penelitiannya di Indonesia secara keseluruhan. Hasil penelitian ini menunjukkan bahwa profesionalisme guru PAI dapat terlihat dari kepeduliannya dan keseriusannya dalam mengelolah madrasah, melalui pengajaran yang dilakukan dengan penuh tanggungjawab, rasa empati, rasa memiliki dan menjadikan peserta didik seperti anak sendiri khususnya ketika memasuki era pandemi covid-19. Selain itu guru PAI dapat mempersiapkan peserta didik supaya bisa maju dan berkembang dari segi kemampuan dan kreatif demi masa depan yang lebih baik dalam konteks kemasyarakatan. Hal tersebut dilakukan ketika pembelajaran berlangsung dengan menggunakan pendekatan humanis, yang esensinya adalah membangun kreatifitas peserta didik dengan sifat humanis. Dengan demikian, guru PAI di madrasah dapat menjadi contoh atau pusat identifikasi diri dan konsultan bagi peserta didik agar mempunyai kepekaan berbagai sumber pengetahuan.

Kata Kunci: Guru, Pendidikan Agama Islam, Manajemen Pendidikan

Abstract

This study aims to explain the professional attitude of Islamic Religious Education teachers in regulating learning, especially during the Covid-19 pandemic. A professional teacher is always reflected in all his activities as a person who constantly manages and develops educational institutions. This research uses a qualitative approach, so that in collecting data using the literature study method sourced from various references both from journal articles and research books published in 2015-2022 and the focus of research in Indonesia as a whole. The results of

this study show that the professionalism of PAI teachers can be seen from their concern and seriousness in managing madrasahs, through teaching that is carried out with full responsibility, empathy, a sense of belonging, and making students like their own children, especially when entering the era of the Covid-19 pandemic. In addition, PAI can encourage students to advance and develop in terms of ability and creativity for a better future in the context of society. This is done when learning takes place using a humanist approach, the essence of which is to build the creativity of students with humanist traits. Thus, PAI teachers in madrasas can be examples of self-identification centers and consultants for students to have sensitivity to various sources of knowledge.

Keywords: Teachers, Islamic Religious Education, Education Management

Introduction

In 2019 and early 2020 the Covid-19 pandemic hit 215 countries including Indonesia, causing a dilemma that is deeply felt by many parties[1]. Moreover, the Covid-19 virus that is being faced is a terrifying scourge. The Covid-19 Handling Task Force informed that the number of patients confirmed positive for the Covid-19 virus is increasing every day, and the number of deaths due to the virus is increasing very rapidly[2]. The World Health Organization (WHO) has designated this Covid-19 virus as a pandemic whose transmission can be through physical contact or the air[3]. Therefore, the government has made various efforts to overcome the spread of this virus by limiting various activities in public places. The impact of the Covid-19 virus is also very pronounced in the field of education, so the Ministry of Education and Culture (Kemendikbud) created a new

system to strive for educational actors to continue to be able to organize teaching and learning activities even though these activities are carried out in different ways[4].

The Ministry of Education and Culture has established a new regulation that requires the implementation of education to be carried out with the Study From Home system. With this regulation, it is hoped that it will be able to stop the spread of the Covid-19 virus without disturbing the implementation of the learning activity process. Teaching and learning activities with the study from the home system are carried out remotely by utilizing the internet network and information technology. Considering that education is one of the aspects that are very important for the future of the nation and state, it forces all of us, especially educators and all elements of education to be more professional in supporting and carrying out our roles, so that education in Indonesia can be carried out properly[5]. This online learning certainly cannot be separated from the role of

technology as the main means and as a support for the implementation of teaching and learning activities. The use of this technology has indirectly brought changes in the field of education towards education that is one step ahead of information and communication technology to keep up with the flow of development by the times. For now, many platforms can be used to support teaching and learning activities such as Google Meet, e-Learning, Google Classroom, Microsoft Teams, Zoom, Ruang Guru, Zenius, learning house, Edmodo, etc [6].

According to the Ministry of Education and Culture, online or distance learning is more emphasized in providing a meaningful learning experience for students so that they are not burdened by the demands of educational curriculum achievement. The Ministry of Education and Culture said that online learning can focus on life skills in dealing with a pandemic. Through online learning, it is also hoped that the teaching and learning process will be carried out more varied and enjoyable by fostering new experiences while still adapting to the interests and conditions of each student, educator, or guardian parent. The role of educators here is expected to be able to help consider the gap in facilities in each student's home [7].

The professionalism of the elements of education personnel in carrying out the online teaching and learning process during the covid-19 virus pandemic situation is a creation and innovation skill in designing, concocting, and applying learning methods. According to [8], Professionalism and creativity are the keys to success for educators to motivate their students to remain enthusiastic about learning online and not to make it a burden that affects the psychic [9]. Online learning during the Covid-19 pandemic is a challenge for all elements of education because its implementation that utilizes information technology has required all elements of education to innovate, not only for educators, schools, and institutions but this challenge also extends to the community and guardian parents.

It is necessary to realize again that online learning during this pandemic is an emergency system that is implemented very suddenly [10]. The move of conventional learning system, which is usually applied, suddenly changed to online learning, so the system may still feel unfamiliar to educational actors and the absence of educators or students is a problem. This online learning is still not prepared, but the online learning process must still be carried out so that students continue to get meaningful learning even though they are

amid the Covid pandemic. This is also a pr for educators to reaffirm their role in the world of education, one of which is by improving the professionalism of educators, adding skills in processing, and operating technology as online learning.

Method

The research in this article uses the literature study research method. This method is used and carried out by reading, studying, and recording literature sourced from articles, journals, books, or other reading materials that are on the topic of discussion. Furthermore, the results of the readings obtained are re-sorted and poured into theoretically frame-of-minded forms. The purpose of this method is to strengthen the facts and compare differences or similarities regarding the theory being studied related to educational professionalism in managing madrasahs in the era of the Covid-19 pandemic. In analyzing the data in the preparation of this article using descriptive analysis methods. Descriptive analysis is research that describes symptoms, events, or events that are happening so that this research is centered on actual problems without making them up and according to facts by describing an event.

Results and Discussion

Improving the quality of education is one way to develop human resources which is very influential in national development [11]. Quality education in madrasas can be achieved by increasing the professionalism of all educational personnel, starting from principals, teachers, etc., because quality resources can be obtained from quality educational institutions[12]. Education that has high quality and professional education personnel can certainly be a provision for madrasas in facing certain situations, especially in difficult situations such as the current Covid-19 pandemic. During a pandemic like this, it is hoped that the quality of education can be paid more attention to, considering that the learning system cannot be implemented as usual, so all education personnel must be more synergistic in designing new systems to support the implementation of learning effectively[13]. Through the principal as a leader in madrasahs, it is necessary to design special strategies to improve and streamline teaching and learning activities by making teachers in their institutions remain professional, qualified, capable and knowledgeable in the fields of science and information technology[14]. A school principal is expected to be able to follow the development of the world of education both from discourse and circulating issue-issue, to

decisions that need to be determined. A school principal must have strategic steps to create a sense of security and satisfaction in carrying out educational programs.

During the Covid-19 pandemic, every madrasa certainly really needs educational leaders who can adapt to every condition. Leadership is one of the efforts to influence, persuade, motivate, and invite all madrasah personnel to carry out their duties professionally and optimally so that mutually agreed goals can be achieved because the development of students needs to be considered and equipped with the implementation of quality and quality education[15]. In responding to education problems amid a pandemic, as a school principal, it is necessary to respond quickly, appropriately, and responsively in taking a stand, especially in matters that cause a decrease in the quality of education [16]. The strategy of a school principal to deal with the Covid-19 pandemic to improve the quality of education:

1.   Curriculum

During the Covid-19 pandemic, the government has given full authority to each Educational Institution to determine what kind of curriculum will be implemented. Therefore, as a leader, he is expected to be able to develop strategies in designing curriculum and teaching and learning systems that have been adapted to the conditions of the madrasah and the conditions of its students at home.

2.   Optimizing Information Technology

All educational activities both in service and in teaching and learning activities during the Covid-19 pandemic must be carried out online (on the net) so that the role of the principal as a leader is to develop strategies to optimize the use of information technology.

3.   Developing Human Resources (Human Resources)

A teacher is a human resource that must receive special attention in improving the quality of education because it is a teacher who is directly involved in the process of teaching and learning activities with students. So that the principal's task is to design a strategy that can maintain professionalism by always improving the skills, knowledge, and skills of a teacher field [17].

According to Mulyana[18], the professionalism of a teacher is the ability to master knowledge, values, attitudes, and skills in carrying out his duties and responsibilities as an educator. Improving professionalism and competence can also help an educator in creating an effective and fun learning environment. Moreover, during

the Covid-19 pandemic as it is today, it requires teachers to improve their competence to include mastering the use of communication and information technology as a support for virtual teaching and learning activities including the ability to package and present learning content in the form of audio-visual that is interesting and easy to understand. an educator needs to improve his competence as a lifelong learner who is diligent, persistent, adaptive, and responsive in dealing with changes in the use of technology [19]. In distance learning, a teacher must be able to communicate, interact, and collaborate on an online-based basis where learning activities are carried out wisely, ethically, effectively, and efficiently. In online learning during this pandemic, the professionalism of a teacher is expected to be able to absorb quickly, think critically, and deeply about all the information obtained[20]. The many demands for competence and professionalism that must be mastered by a teacher must certainly be done sincerely.

Related the performance of an educator is inseparable from several factors that affect internal and external performance. Such factors are responsible for work, responsible for his duties, appreciation of his achievements, interest in his work, chances of self-development,
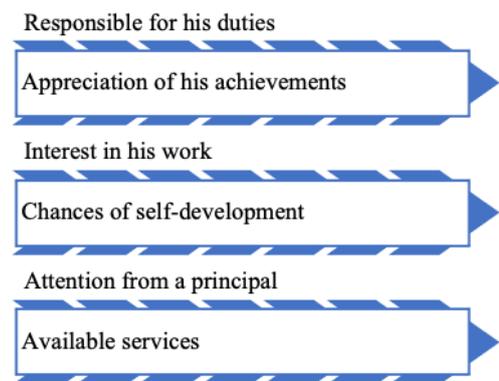
attention from a principal, and available services.

Figure 1. Factors Of Responsible

Professional educators must be aware that their responsibility as an educator is the determinant of the quality of education and the quality of the output (graduates) produced. So that an educator must truly understand the meaning of 'educating' according to his duties and obligations until education is carried out as it should be. In carrying out its duties, it is expected not only as a loyalty to abort obligations but must also be carried out with a full commitment to educating its students as a whole and thoroughly, both physically and spiritually [21].

About the process of implementing madrasah education during the Covid-19 pandemic, the Ministry of Religion also issued an emergency curriculum guide for madrasahs which was decided by the Director General of Islamic Education of the Ministry of Religion No. 2791 on May 12, 2020. The emergency curriculum is a curriculum that is carried out during an

emergency period by certain signs and is adjusted to the conditions of limitations of each educational institution [22]. All aspects related to the plan of teaching and learning activities, evaluation, and assessment must be adjusted to pandemic conditions. When the Covid-19 pandemic occurred, each madrasah swiftly carried out various series of educational activities to the conditions and creativity of each madrasa. Several ways to ensure the quality of education, an educator must manage learning as much as possible by:

a) Planning

Planning or planning is a way to accommodate matters related to teaching and learning activities so that goals can be achieved optimally. As an educator, of course, he has provided alternative options to achieve this goal. Educators are expected to be able to manage multi-sources, especially during the Covid-19 pandemic as it is today, at least an educator must choose and determine an action, when and how to implement it, make boundaries and set implementation according to learning objectives, be innovative in choosing learning strategies, and communicate them to the authorities.

b) Organizing

Organizing learning serves to determine the main tasks and functions of each by the

principle, which is carried out by delegating each madrasa personnel according to the competencies, subjects, responsibilities, and authorities of each personnel. Educators must select and design each teaching and learning activity that is to the duration of time, curriculum engineering, media, and learning components related to improving the effectiveness of the teaching and learning activity process during the Covid pandemic.

c) Implementation

Implementation is the implementation of planning and organizing, implementation is a form of planning that has gone through selection, analysis, and consideration so that teaching and learning activities can be carried out and can be applied optimally and more conducive. However, during the Covid-19 pandemic, the implementation of teaching and learning must be principled in the decree of the Minister of Education and Culture No. 4 of 2020 which is related to the implementation of learning policies in emergency times.

d) Supervision

An educator must exercise control over his program whether it is by what is established. If there is a mistake or inconsistency with the objectives, it must be immediately followed up by revising the planning. Improvement of the program is

carried out in the process of learning activities and also during the next learning process as a learning control that has been applied. Supervision during a Covid pandemic like this is expected that educators can carry out remotely, and communication and consultation can be done by contacting the parents of students [23].

We all know that the Covid-19 virus outbreak hinders a normal learning activity process which is usually carried out face-to-face. This has an impact on the process of conveying knowledge. During the Covid pandemic, the role of an educator can only be a moderator, to guide and evaluate his students. So the role of educators as teachers begins to not be able to run optimally. Therefore, an educator needs the right methods and strategies. Utilizing communication and information technology can be an intermediary tool for teaching and learning activities. To implement information and communication technology, sometimes there are still obstacles such as activities carried out in the network, depending on the single network that slows down internet access, Not all students have laptops and gadgets with a large capacity memory, and too many tasks are given to replace the learning material so that the learners are overwhelmed in doing it, less effective for elementary school education levels and below who have not

been able to operate technology, thus parents become additional personnel in the implementation of the education [24].

The professionalism of an educator in maintaining the enthusiasm of his students when teaching and learning activities is not an easy matter, when learning activities are carried out in a monotonous and boring way, usually, students will be lazy in participating in the learning[25]. When learners are less active in learning activities, that is where the professionalism and competence of educators are tested. Educators must quickly find solutions to overcome these problems. Educators should immediately prepare learning materials that are packaged as attractively as possible, with a more lively presentation of the material[26]. However, an educator must understand the limitations of his students in all aspects, especially the limited technological failure at home so educators must choose the use of technology that is lighter and simpler. It should be underlined that the achievement of learning outcomes with the Covid-19 emergency curriculum is not the main goal during teaching and learning activities carried out online, because teachers do not have standards that are used to assess definitively and accurately the learning outcomes of students. Through the activeness and response of students, it can be used as a benchmark for the

effectiveness of the teaching and learning process, the more active and responsive students are when participating in online learning, it could be that students have obtained good learning results [27]. Examining the role of parents, which is also influential in online learning, requires the guardian parents of students to take part in participating in the teaching and learning process.

When some aspects cannot be evaluated by educators during online learning, this can be done by discussing them with the parents of the student's guardian, such as to reassure whether the material can be understood well, asking for assignments, and asking about the subject matter that must be practiced in everyday life [28]. Thus, it has been proven that madrasah cannot be separated from the role of parents in bringing about an increase in the achievement of student learning outcomes. As a part of the social system, each student guardian is an integral part of the madrasa education system, and vice versa, madrasah is one of the integral parts of social and social life. Building madrasah openness from the community is very much needed to encourage the formation of a professional society as a synergy of partnerships between student guardians and madrasahs. A professional learning society can have an impact on forming mutual trust

(building mutually beneficial trust in a situation), building respect, and feelings of mutual respect for others in the madrasa environment [29].

A professional educator will of course also consider who are the profiles that are incorporated in the teaching and learning process, and also understand the conditions, as well as the needs of his students [30]. An educator is expected to be able to analyze the knowledge, skills, habits, strengths, and interests of his students in making learning plans. In this regard, what an educator needs to pay attention to is: creating a group of learners between the smart and the tends to be sluggish, creating good and effective learning strategies, and finding out who can do their tasks independently and whom their tasks need help, find out which learners understand and are comfortable with when learning by utilizing technology.

In addition, an educator needs to find out the surrounding situation of residents and the psychosocial state of each student, because this can help educators when they will set goals that are tailored to the status, or needs of students when carrying out teaching and learning activities[31]. An educator is expected to pay attention to several things, namely:

1) An educator is expected to find out the location or environment where his

students live in terms of comfort, safety, and basic needs.

2) An educator is expected to be able to understand the psychological, emotional, and psychiatric state, whether students feel excessive anxiety or fear. How the network is doing in the area where it lives, especially how the support around it is when in the learning process.

3) An educator takes the time to discuss the conditions at hand with the parents of the learners, and exchange ideas with each other. And what must be considered is the knowledge or access of the guardian parents to technological skills, how the work patterns of the parents of the guardians of the students, and the level of education of the parents of the students.

Implementing online learning activities during the Covid-19 pandemic is not easy. All education personnel must realize that their role in the situation has changed, so it is hoped that all education personnel will be able to make these changes both in physical, intellectual, mental, and emotional conditions by preparing themselves to face various challenges, fears, and fears when faced with online learning [32]. According to [33], The existence of the Covid-19 virus causes face-to-face learning to be replaced with online learning and has caused educators to be overwhelmed when their students have difficulty being proactive, feeling bored, difficulty concentrating, and not paying attention when learning activities take place. This is an obstacle that immediately needs to be corrected with Ice Breaking Learning by giving stories, encouraging, or motivating. Related to the ongoing pandemic situation, it is hoped that a madrasa leader will always give direction and encouragement to continue to prioritize professionalism as an educational staff as well as a parent who always advises, motivates, and guides his students when teaching and learning activities take place [34]. The Covid pandemic has made it difficult for educators to provide direction related to character education to their students, so when the online learning process is taking place there is also a character education process that must be built through personality, patterns in thinking, adab, and ways of appreciating each other.

For now, the skills of all educational personnel in preparing for learning during the Covid-19 pandemic based on technology are very necessary, especially the skills of an educator. The development of skills in preparing for distance learning needs to be carried out, especially training to support the development of educators' abilities in preparing and facing the changing times.

developing educator competencies is very important to be carried out so that educators can organize technology-based learning.

Use of Mobile App Software, Open Source Applications, and Website

For teaching and learning activities during the Covid-19 pandemic to be carried out properly, an education staff must be good at choosing a cellphone application that is good for learning activities but still adjusted to the limitations of each student [35]. An educator must sort out which applications have complete features but still with a simple and easy-to-understand appearance. educators should choose applications that do not consume large memory capacities and over-consume quotas. The use of the application can be combined with other applications to make it more varied so that it can hone skills efficiently. Learning with a variety of applications that have been adjusted to the needs can be more meaningful and competitive so that students are excited to actively participate in all activities that are carried out. The use of websites in online learning activities makes it easier for educators to share materials and assignments, even the use websites can be used as learning evaluations carried out by opening discussions and exams. The use of the website makes it very easy for educators

to monitor and recap the development data of each student. However, its slightly more complicated use requires both educators and students to be able to master every menu on the website.

The proficiency of education staff in using information and communication technology in using software applied during the teaching and learning process certainly requires hardware. So that when education is carried out online by utilizing certain software, students and educators must have and be able to use the software. At a minimum, it must be able to operate a computer/laptop and a smartphone. The use of hardware is very useful in expanding the scientific paradigm of educators and their students. The professionalism and proficiency of educational staff in controlling information and communication technology to support the continuation of education need to be optimized with the learning he designed. Optimizing technology is not only limited to mastering and understanding the application according to the material step by step but applying it as well as possible. The skills that need to be optimized are:

Understanding the Content of the Material Used in Learning

A professional educator is not only limited to preparing material for his students

perfunctorily but is prepared neatly, applied with interesting technology, the material is presented concisely but easily to understand [36]. Selection of fun learning material content without losing the good and correct learning process. The content that is well presented will provide a stimulus by the direction of learning and can give a good response from students. When designing learning strategies the most important thing is to adapt them to the scope of the occurrence of cognitive, affective, and psychomotor processes for students. The importance of learning strategies is to determine steps that have a wide scope in planning, implementation, evaluation, assessment, and enrichment. It also includes sorting out and establishing changing behaviors, procedures, techniques, methods in approaches, and success limits including norms.

By utilizing information and communication technology in the implementation of learning during the Covid-19 pandemic, it is included in the process of developing knowledge and insights so that it can improve scientific competence in the field in which it is currently engaged. When an educator improves his knowledge, he is trying to produce new generations with high knowledge, morals, and virtuousness. An educator who always updates his knowledge and is happy to develop his knowledge is the

characteristic of an educator who is open-minded in welcoming innovations in the field of technology according to the time [37].

When the circular letter regarding the online distance learning policy was first implemented, many educational institutions had difficulty in preparing the process of teaching and learning activities because there were still many educators who were lacking in technology and had difficulty designing an effective learning system in supporting the implementation of learning activities [38]. It is proven that many educational institutions are less than optimal and still experience obstacles during the learning process. Judging from the results of the evaluation, it is also evidence that the application of online distance learning is not running effectively, because the role of an educator can never be replaced with even advanced technology, especially in educating character and ethics. The implementation of online teaching and learning activities based on information technology has a serious impact on the moral degradation of the personality of a student. When in formal conditions such as learning activities that can be monitored from the way students dress, and the situation around students when carrying out online learning, there are even students who are replaced by their guardian parents when doing the tasks given. This can have an impact on the

character of the next generation of the nation.

In the lower grades, the online teaching and learning process is fully accompanied by the guardian parents of the students, even in doing the tasks given by educators, it is more dominated by parents [39]. The support and assistance of parents of students in teaching and learning activities are needed, but not to take over all teaching and learning activities, especially in doing the tasks given. Students must be given responsibility for what has become their duty, while the guardian parents are only limited to controlling the process of learning activities. The effect caused may not be immediately apparent, but it is related to the ability of students to socialize which boils down to self-regulated learning during the teaching and learning procession, which is the ability to manage their learning activities which can affect the ability to behave. Thus, in the process of online learning activities during the pandemic, it is hoped that it will be extra in guiding students, not only for educators and all madrasah personnel, but also for parents, relatives, and the entire community around the student environment. In a pandemic situation, professionalism does not only apply to educational personnel but also to parents or guardians of students [40].

This case is very different from institutions in higher education, which before the emergence of the impact of the Covid-19 pandemic have been accustomed to carrying out learning by utilizing communication and information technology [41]. So that when the circular letter regarding the implementation of online learning is not too much of an obstacle. Such as the Open University and UGM, whose learning activities are already technology-based and have provided various online learning services so that during this pandemic learning continues to run normally as if it is not affected by pandemic conditions [42].

Conclusion

It is necessary to realize again that online learning during this pandemic is an emergency system that is implemented very suddenly so there are many obstacles when implementing teaching and learning activities. For this reason, the professionalism and competence of an educator are expected to continue to be developed to ensure the quality of education in a way that an educator must be able to manage learning as much as possible. Managing Covid emergency learning by planning, organizing, implementing, and supervising, must be carried out by government policy guidelines. Currently, the skills of all educational personnel in preparing for learning during the Covid-19

pandemic based on technology are very necessary. An educator must be able to make maximum use of information and communication technology to support the implementation of teaching and learning activities. In addition, the support and assistance of parents or guardians of students in teaching and learning activities are needed, not to take over all teaching and learning activities, but to supervise and ensure that students can receive learning well. Through mentoring and supervision from parents, it is hoped that they can obtain materials for educators in evaluating their learning systems so that deficiencies in learning can be corrected and improved again.

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