

Intensification of Personality Competence and Professionalism of Islamic Education Teachers In The Learning Process

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Abstract: *This research was conducted with the aim of knowing in depth about the personality competence and professional competence that a teacher must have. In addition, this study also discusses how efforts can be made to improve the professionalism and personality of teachers in order to support the learning process well so that it can achieve the learning objectives desired by the school/madrasa. This research is a qualitative research with a data collection process through literature study. The data analysis process in this study adopted from Miles and Huberman. While data validity uses triangulation techniques. The results showed that the essence of a Islamic education teacher is how a teacher can lead his students to become a caliph on earth as well as a servant of Allah through a learning process that is in accordance with Islamic law. To be able to achieve this, a teacher needs to equip himself with various competencies, one of which is personality competence and professional competence. Personality competence must be owned by the teacher because it is the teacher who must be a role model and a good example for his students. While professional competence is needed so that a teacher can manage and organise the class and can convey knowledge effectively and efficiently. So that in order to achieve these competencies, teachers are required to attend training and upgrading that can improve the quality of teacher performance.*

Keywords: *Islamic Education Teacher, Personality Competence, Professional Competence.*

Abstrak: Penelitian ini dilakukan dengan tujuan untuk mengetahui secara mendalam tentang kompetensi kepribadian dan kompetensi profesional yang harus dimiliki seorang guru. Selain itu, penelitian ini juga membahas bagaimana upaya yang dapat dilakukan untuk meningkatkan profesionalisme dan kepribadian guru guna menunjang proses pembelajaran dengan baik sehingga dapat mencapai tujuan pembelajaran yang diinginkan sekolah/madrasah. Penelitian ini merupakan penelitian kualitatif dengan proses pengumpulan data melalui studi kepustakaan. Proses analisis data dalam penelitian ini mengadopsi dari Miles dan Huberman. Sedangkan keabsahan data menggunakan teknik triangulasi. Hasil penelitian menunjukkan bahwa hakikat seorang guru agama Islam adalah bagaimana seorang guru dapat mengantarkan murid-muridnya menjadi khalifah di muka bumi sekaligus hamba Allah melalui proses pembelajaran yang sesuai dengan syariat Islam. Untuk dapat mencapai hal tersebut, seorang guru perlu membekali dirinya dengan berbagai

kompetensi, salah satunya kompetensi kepribadian dan kompetensi profesional. Kompetensi kepribadian harus dimiliki oleh guru karena gurulah yang harus menjadi teladan dan teladan yang baik bagi siswanya. Sedangkan kompetensi profesional diperlukan agar seorang guru dapat mengelola dan mengorganisasikan kelas serta dapat menyampaikan ilmu secara efektif dan efisien. Sehingga untuk mencapai kompetensi tersebut, guru wajib mengikuti pelatihan dan penataran yang dapat meningkatkan kualitas kinerja guru.

Kata Kunci: *Guru Pendidikan Agama Islam, Kompetensi Kepribadian, Kompetensi Profesional.*

INTRODUCTION

Islamic Education plays an important role in shaping the morals and beliefs of the younger generation.¹ Islamic Education teachers are at the forefront of helping students understand Islamic teachings and apply religious values in daily life. Islamic Education teachers face increasingly complex tasks in a changing and challenging world. Islamic Education teachers must improve their personality and professional competence to meet the expectations of society and face the inevitable changes of the times.

The quality of an Islamic Education teacher can be measured by their knowledge of Islamic teaching materials as well as their professional and personality qualities.² Personality competence consists of traits, ethics, and morals that serve as role models for students. Islamic Education teachers who have high personality qualities are able to teach their students to increase their sense of empathy, encourage them to be tolerant, and help learners understand religious values better.

Meanwhile, as professional Islamic Education teachers, they must be able to plan and implement lessons well, keep up with curriculum developments, and continuously improve their teaching skills. In the current era of information and technology, Islamic Education teachers are also faced with the challenge of utilising technological developments in the teaching and learning process.

The purpose of this study is to see how important the intensification of Islamic Education teachers' personality competence and professionalism is in improving the quality of the Islamic

¹ Anwar, Syaiful. "Peran pendidikan agama Islam dalam membentuk karakter bangsa." *Al-Tadzkiyyah: Jurnal Pendidikan Islam* 7, no. 2 (2016): 157-170.

² Efferi, Adri. "Aspek-aspek Penilaian Kualitas Guru PAI." *Edukasia: Jurnal Penelitian Pendidikan Islam* 9, no. 2 (2014).

Education teaching and learning process. This article will analyse the problems faced by Islamic Education teachers, how much influence the personality competence and professionalism of teachers have on student learning, and what efforts can be made to improve the quality of Islamic Education teachers in the future.

Through improving the personality competence and professionalism of Islamic Education teachers, it is hoped to ensure that Islamic Religious Education remains relevant and useful in this increasingly complex world. Understanding and addressing these issues will not only strengthen the role of Islamic Education teachers in shaping student character, but will also have a positive impact on the understanding and relevance of Islam in the ever-changing dynamics of society.

METHOD

The research method used in this article is to use a qualitative approach. In the data collection process, researchers used the literature study method using the narrative review model, which compares sources with related themes in articles or journals found and used by the author. The next stage after data collection is the data analysis process. The author uses data analysis techniques from the perspective of Miles and Huberman who divide the stages of data analysis into three steps, namely the data reduction process (summarizing data), data model/data display, and conclusion drawing/verification. After the data analysis process is carried out, the next step is the data validity process. The data validity used by the author is through data triangulation techniques. This triangulation technique is carried out through the combination of several methods used to examine related sources from different perspectives. So that the data obtained becomes complete and valid.

RESULTS AND DISCUSSION

Understanding the Nature of Islamic Education Teachers

A Muslim scholar from Indonesia, Buya Hamka, defines a teacher as an institution that functions as a facilitator in an effort to optimise the potential of students. Self-potential is adjusted to the physical and mental development of learners. Teachers have a big role in optimising the brain's ability to think and direct life changes with religious values. In the effort to implement

religious values, PAI teachers have a central role in order to be an example for students in terms of morals and knowledge. So that teachers must pay attention to four things, namely educating, teaching, training and researching.

Buya Hamka argues that educators are people who are responsible for preparing students to become human beings who are broad-minded, have good morals and are beneficial to the people around them.³ Teachers will certainly not be separated from the assumption that they are perfect humans. So that teachers must have a good personality so that they can be modelled and imitated by their students. Referring to the opinion of Buya Hamka, personality includes a collection of traits and strengths of the self as well as a collection of traits of reason, will, ideals and body shape. With a good personality, it can make good quality human resources both morals and breadth of insight. So that the essence of PAI teachers is to educate students in order to become human beings with personality and breadth of knowledge.⁴

Definition of Personality Competence

According to KBBI V, competence is the authority (power) to determine (decide something).⁵ When associated with a profession, namely teachers, it can be seen that teacher competence is the ability, expertise or skills that exist in a teacher in the form of knowledge, feelings and physical activity. Professional standard abilities consist of individual, cognitive, digital, social, and faith abilities. Mastery of material, understanding of student characteristics, teaching and learning activities that educate, and developing self-potential and professionalism are some of the basic abilities as a teacher.

One of the many competencies that a teacher must have is personality competence. When viewed, the term personality is a translation of the English language, namely personality. While in Arabic, the term personality is often associated with the terms *sulukiyah* (behaviour), *khulqiyah* (morals), *infi'aliyah* (emotions), *al jadiyah* (physical), *al qadarah* (competence), and *muyul*

³ Laila Hamidah, Sawaluddin Siregar, dan Nuraini Nuraini, "Kepribadian Guru Pendidikan Agama Islam Menurut Buya Hamka," *Tarbiyah: Jurnal Ilmiah Kependidikan* 8, no. 2 (2019): 135, <https://doi.org/10.18592/tarbiyah.v8i2.2668>.

⁴ Syarifuddin, H. "Hakikat pendidik." *ANSIRU PAI: Pengembangan Profesi Guru Pendidikan Agama Islam* 5, no. 1 (2021): 26-33.

⁵ Kamus Besar Bahasa Indonesia Edisi V

(interest).⁶ Teachers are said to behave well if they have good morals. Thus, personality competence can be defined as a trait that can be used as an example by an educator to be emulated by his students and become an assessment of the quality of an educator.⁷

Types of Personality Competence

Referring to Permendiknas No. 16 of 2007 concerning Standards for Academic Qualifications and Teacher Competencies, states that a teacher must have core personality competencies, namely:

1. Behave in accordance with the rules of religion, law, social and Indonesian national culture
2. Demonstrate honesty, noble character and *uswah* for students
3. Demonstrate a steady, stable, mature, wise and authoritative personality
4. Display work ethic, responsibility, a sense of pride in being a teacher and always be confident
5. Upholding the code of ethics of the teaching profession.⁸

Quoting from one of the books *Ta'lim al-Muta'alim* written by Az-Zarnuji explains the personality that must exist in the teacher is

1. Ikhlas

Ikhlas attitude must be applied in a teacher that he does not make his profession as an effort to achieve worldly pleasure but must be sincere in conveying knowledge solely to expect Divine pleasure.

2. Humble

A teacher must have a humble nature, even though he has high knowledge but must feel low and do not feel more than others.

3. Piety

It has been mentioned that people who will get high degrees are pious people. Therefore, a teacher must fear God in order to achieve a high degree.

⁶ Hamidah, Siregar, dan Nuraini, "*Kepribadian Guru Pendidikan Agama Islam Menurut Buya Hamka.*"

⁷ Ni'mah, Khoerotun. "*Konsep Kompetensi Kepribadian Guru Pai.*" *Jurnal Pendidikan Agama Islam* 11, no. 1 (2014): 79-94.

⁸ Permendiknas No. 16 Tahun 2007 tentang Standar Kualifikasi Akademik dan Kompetensi Guru.

4. Alim, Wara' and mature

In his book Az-zarnuji suggests that in looking for a teacher it must be an alim, wara" and mature so that the teacher must be a person who has a lot of knowledge (deep knowledge), besides that the teacher should also be a wara" person.

5. Authoritative, gentle and patient.

A teacher must be authoritative, gentle to students and patient in conveying knowledge.

6. Serious

Teachers must also have patience in their profession in order to achieve the expected goals, which are not only the transfer of knowledge but also the transfer of values.

7. Compassion

Teachers must have compassion for students. Because later the consequences will be great on students. Learners will become more comfortable in learning.⁹

1. Professional Competence of PAI Teachers

a. Definition of Professional Competence of PAI Teachers

Teacher competence according to Moh. Uzer Usman is the ability and authority of teachers to be able to carry out their teaching profession. While this professional word in the context of adjectives is a livelihood and in the noun category is someone who has expertise.¹⁰ Competence which is one of the most important things owned by a teacher in educating and teaching is professional competence. Professional competence of PAI teachers is the ability to master the teaching materials assigned to the teacher; mastery of the basic competency standards and basic competencies of the subjects taught; developing the subject matter taught as creatively as possible; taking reflective action for professional development of teachers, utilising technological developments in this era.¹¹

⁹ Khoerotun Ni'mah, "Konsep kompetensi kepribadian guru PAI (telaah kitab ta'lim al-muta'allim karya az-zarnuji dan kitab adab al-'Alim wa al-muta'allim karya KH. hasyim asy'ari)," *Pendidikan Agama Islam* XI, no. 1 (2014): 79–94.

¹⁰ Nuruddin Araniri, *Kompetensi Profesional Guru Agama Dalam Menumbuhkan Minat Belajar Siswa, Risalah: Jurnal Pendidikan dan Studi Islam*, Vol. 4, No. 1, 2018, hlm. 78.

¹¹ Muhammad Nasir, *Profesionalisme Guru Agama Islam (Sebuah Upaya Peningkatan Mutu Melalui LPTK)*, *Dinamika Ilmu*, Vol. 13, No. 2, 2013, hlm. 194.

In its application, the professional ability of teachers can be actualised through mastery of the following competencies:

- 1) Able to master materials, including: mastering the subject matter in the curriculum and mastering enrichment or supporting materials in the field of study.
- 2) Management of teaching-learning programmes, including: formulating learning objectives, recognising and using appropriate learning procedures, running teaching-learning programmes, and recognising students' abilities.
- 3) Classroom management, including: organising classroom layout for learning, creating a harmonious teaching-learning climate/atmosphere.
- 4) Use of media or sources, including: recognising, selecting and using media, making simple learning aids, using the library in the teaching-learning process, using micro teaching for field introduction programme units.
- 5) Able to master the foundations in education.
- 6) Manage interactions in teaching and learning.
- 7) Able to assess students' learning outcomes in the learning process.
- 8) Be able to recognise the role of guidance and counselling services available at school, including: recognising the functions and services in the guidance and counselling programme and organising guidance and counselling services.
- 9) Can understand and implement school governance.
- 10) Be able to understand the principles and interpret the results of educational research for teaching purposes.¹²

The competence of teachers as educational professionals is divided into three levels as follows:

- 1) Personal Capability, at this level a teacher should have knowledge, expertise, skills and personality competence in order to manage an effective teaching and learning process.

¹² Husnul Ainun, *Profesionalisme Guru Pendidikan Agama Islam Di Madrasah, Jurnal Tarbiyah Islamiyah*, Vol. 4, No. 2, 2019, hlm. 8.

- 2) Teacher as an innovator, a teacher is expected to be committed to creating change and reform for their students.
- 3) Teachers at the developer level, teachers are required to have a strong teacher professional vision and broad perspective.¹³

b. Principles of Teacher Professional Competence

The principles or principles in the implementation of teacher professional competence in the learning process include:

1) Active Student Principle

Learning is a fundamental human activity. Therefore, teachers and students are required to be active in carrying out their roles. Because basically learning activities are about how a teacher teaches or educates students.

2) The Principle of Motivation in Learning

Motivation aims to encourage students to be enthusiastic about learning activities. This motivation can be obtained from within the learner's personality (intrinsic) or from the environment outside the student (extrinsic). As a teacher, you are required to have the ability to build student learning motivation.

3) Centre of Interest Principle

A teacher is expected to be able to build student interest, this can be done by explaining the meaning, direction of use, beauty, uniqueness, and positive values contained in the teaching materials that students learn.

4) Principles of Introduction, Connection, and Unification

The principle of introduction in learning can be applied by relying on and using the knowledge previously possessed by students as a basis for discussing new teaching materials. In the connection principle, its application in learning is carried out by connecting every data, concept, principle, and generalisation that is discussed so that the overall learning outcomes are clear, deep and structured. While the principle of unification is applied by requiring acquisition in the student learning process.

¹³ Ilyas, *Strategi Peningkatan Kompetensi Profesional Guru*, (JIEPP: Jurnal Inovasi, Evaluasi, dan Pengembangan Pembelajaran), Vol. 2, No. 1, 2022, hlm. 37.

5) Principle of Individualisation

In this principle, it is expected that teachers can adjust learning to the conditions, potential, nature, interests, level of development, and needs of each student.

6) The principle of props

The principle of props is a form of manifestation of learning messages so that they can be easily mastered by students. Because of this, teachers must be able to master learning media and technology.

7) Co-operation Principle

The principle of cooperation in learning is an arrangement for group work and guidance regarding healthy competition. A teacher in fostering student learning is required to be able to explore grouping variations, group dynamics training, intimate between group members, clear goals as well as group work results.

8) Multi-source Teaching Principle

In this principle, teachers are required to be able to describe and manage teaching materials systematically using a variety of learning resources that are widely developed in society.

9) Continuity of Learning Principle

The following are some applications of the principle of Learning Continuity: Effective and efficient assistance to the student learning process; Availability of conditions (facilities) and conducive learning conditions; The existence of a sequence of teaching materials/learning experiences that are interconnected systematically and logically as well as according to student needs; Students are expected to master knowledge tools for learning purposes.

10) Assessment Principle

Assessment in this learning process can be used to determine the quality of work for both teachers and students. The assessment/criticism given should be used as material for

reflection and evaluation as well as a challenge that can encourage enthusiasm in realising teacher professionalism.¹⁴

c. Requirements and Characteristics of Professional Teachers

The requirements that professional teachers must have include:

- 1) Have the talent to become a teacher.
- 2) Mastering the skills to become a teacher.
- 3) Have good skills that are also integrated.
- 4) Have a healthy mental condition.
- 5) Healthy body condition.
- 6) Have extensive experience and knowledge.
- 7) Teachers are human beings with the spirit of Pancasila.
- 8) A teacher is required to reflect himself as a good citizen.¹⁵

Meanwhile, the characteristics of professional teachers are as follows:

- 1) Always have energy for their students.
- 2) Has clear goals in learning.
- 3) Has effective disciplining skills.
- 4) Have good classroom management skills.
- 5) Can communicate well with parents of learners.
- 6) Has high expectations of his/her students.
- 7) Has knowledge of the curriculum.
- 8) Has knowledge of the subject being taught.
- 9) Always give his/her best to the students and in the teaching process.
- 10) Have a quality relationship with students.¹⁶

d. Efforts to Improve the Professionalism and Quality of Islamic Education Teachers

¹⁴ Husnul Ainun, *Profesionalisme Guru Pendidikan Agama Islam Di Madrasah, Jurnal Tarbiyah Islamiyah*, Vol. 4, No. 2, 2019, hlm. 5-7.

¹⁵ Jhon Helmi, *Kompetensi Profesionalisme Guru, Al-Islah: Jurnal Pendidikan*, hlm. 331.

¹⁶ Jhon Helmi, *Kompetensi Profesionalisme Guru, Al-Islah: Jurnal Pendidikan*, hlm. 327-328.

The first step that can be done in terms of the environment is to take part in training and upgrading so that it is expected to improve the ability and kemauman of a teacher. The upgrading serves to encourage and motivate teachers to be the best. The next step is to change the pattern of education that previously only made teachers as education operators into a decentralised pattern. Developing logical, critical and creative thinking skills can be done through training and upgrading.¹⁷

In addition, some reflective actions that teachers can take in professional development; Conduct introspection on one's own performance. This can be done in several ways including: asking students for feedback on the learning process verbally at the end of the lesson, looking at the responses and behaviour of students during the learning process, and also through the results of tests/assessments to students.; Performance introspection activities themselves have not been carried out continuously or in a planned manner.; The results of these introspection activities can be utilised in improving the implementation of the learning process, such as choosing more appropriate methods.; Teachers can also participate in self-development activities, such as: PLPG, workshops, and curriculum assistance by the parent cluster.; There are no teacher activities in terms of scientific publications, innovative works, and classroom action research activities.; A teacher is expected to be able to keep up with the times by conducting learning activities on various sources by utilising current technological resources.¹⁸

Revitalising teacher training specifically to emphasise improving teacher performance in improving the quality of education, not just improving teaching certification. A control mechanism should be put in place to maximise the implementation of teacher training. There needs to be a systematic and periodic assessment system to determine the effectiveness and implications of teacher training on the quality of education. Decentralisation of teacher training at the district/city level is needed, in line with changes in the institutional mechanisms of regional autonomy as outlined in Law no. 22 of 1999. 22 of 1999. Alternative measures are needed to increase teachers' opportunities and abilities to

¹⁷ M. Makhrus Ali, *Optimalisasi Kompetensi Kepribadian Dan Profesionalisme Guru Pendidikan Agama Islam (PAI) Dalam Mengajar*, *Ar Rusyd: Jurnal Pendidikan Agama Islam*, 1, (2), 2022, hlm. 106.

¹⁸ Arasyiah, Rohiat, dan Sumarsih, *Kompetensi Profesional Guru Pendidikan Agama Islam*, *Jurnal Manajer Pendidikan*, Vol. 14, No. 2, 2020, hlm. 6.

master subject matter. There should be a benchmark for professional skills that is used as a guide in the implementation of teacher development and quality improvement. A national professional skills map should be made available to the Ministry of Education and the regional offices for the purpose of developing and improving the quality of teachers. Review existing regulations/policies through the formulation of rules or policies that are more flexible and can encourage teachers to develop their creativity. Reconceptualising and reorganising school management supervision activities as an alternative means of improving teacher quality. Efforts are needed to improve teachers' research skills so that they can better understand and appreciate the problems faced in the learning process. Teachers need to be motivated to be critical and always try to improve their knowledge. It is necessary to tighten the LPTK (Educational Personnel Education Institution) as an institution to test the requirements to become a teacher. Increase appreciation of teachers' careers by providing wider opportunities for career advancement. A more flexible credit point system is needed to support teachers' career paths by emphasising teachers' activities and creativity in carrying out the teaching process.¹⁹

CONCLUSION

According to its essence, a Pai teacher is someone who is responsible and obliged to deliver his students to be able to achieve the goals set by Allah SWT in the creation of humans, namely as caliphs on earth and as servants of Allah. In the learning process carried out by the teacher also needs to pay attention to the provisions in accordance with Islamic teachings based on the Qur'an and hadith. In the implementation of the learning process, a teacher is required to have certain skills, including personality competence and professional competence. Teachers are role models whose actions become examples of their students in action. Therefore, teachers are required to have a good personality. This is realised through the teacher's personality competence. In addition, a teacher must also be able to master the material, structure, concepts, and scientific mindset of the subjects taught; mastery of the basic competency standards and basic competencies of the subjects taught; develop the subject matter taught as creatively as possible; take reflective action to develop

¹⁹ M. Makhrus Ali, *Optimalisasi Kompetensi Kepribadian Dan Profesionalisme Guru Pendidikan Agama Islam (PAI) Dalam Mengajar*, *Ar Rusyd: Jurnal Pendidikan Agama Islam*, 1, (2), 2022, hlm. 106-107.

professionalism on an ongoing basis, use information and communication technology in communicating and developing themselves. This is realised through professional competence in teachers. So that these two competencies are very important for teachers to have in order to realise the desired learning objectives properly.

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