



International Journal of Multidisciplinary Research and Growth Evaluation



International Journal of Multidisciplinary Research and Growth Evaluation

ISSN: 2582-7138

Received: 02-05-2021; Accepted: 18-05-2021

www.allmultidisciplinaryjournal.com

Volume 2; Issue 3; May-June 2021; Page No. 321-325

The professionalism of integrated Islamic elementary school al-Quran teachers

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Abstract

This study aims to identify the professionalism of Al-Qur'an teachers at SDIT Al-Izzah Serang and SDIT Al-Hanif Cilegon as many as 50 people. This study uses a qualitative approach with descriptive analysis methods. Data collection techniques through observation, interviews, and documentation study. Data analysis was carried out by reducing data, displaying, verifying, presenting, and drawing conclusions. The results of the study show that the professionalism of religious teachers in integrated Islamic

elementary schools is good in the aspects of basic education science, preparation of learning programs, implementation of teaching programs, assessment of results and teaching and learning processes, school administration, counseling services and guidance, self-concept, self-esteem. good, teachers 'belief in the effectiveness of their own abilities in arousing students' passion and acceptance of themselves and others, good personality, and teacher welfare.

Keywords: teacher professionalism, teacher competence, teacher performance

1. Introduction

Education is a conscious and planned effort to create an atmosphere of learning and the learning process so that students actively develop their potential to have control, personality, intelligence, noble morals and skills. Thus, education is one of the main instruments in the development of human resources, the implementation of which can be carried out in a democratic and just manner and is not discriminatory. The main subject in the development process is carried out by educational staff who come from members of the community who are devoted and appointed to support the implementation of education with the aim of developing dignified national capabilities and character and civilization in the context of educating the nation's life.

The learning process, as mentioned above, must be formed with a conscious effort to produce quality learning. Quality learning will give birth to students who actively develop their potential so that they can control, manage themselves and develop their potential through learning. It can be understood that quality learning is the hope of every teacher and institution that carries out teaching and learning activities, both types of learning in general, including learning Al-Qur'an (Syaiful, 2006) ^[14], (Elhfni, 2006). Quality in learning will be greatly influenced by processes and supporting factors and dynamic elements that exist in the school or institution and its environment as a single system.

Among the factors that determine the quality of learning is the teacher. The teacher is one component that is crucial for the implementation of the educational process. The existence of teachers is the main actor as facilitators in implementing the student learning process. Therefore, teacher performance is strongly related to professionalism and national education programs. The teacher as a factor determines the quality of learning, because the teacher deals directly with students, in the hands of the teacher the quality of their personality is formed. Therefore we need teachers who have good performance, are competent, responsible, skilled, and have high dedication.

Furthermore, it is said that professional teachers are teachers who can manage themselves in carrying out their daily duties. Teacher professionalism by these two experts is seen as a process that moves from ignorance to knowledge, from immaturity to maturity, being directed by others (other-directedness) to self-directing (Bafadal, 2008) ^[3], (Nida, 2017) ^[10]. Furthermore, to form and improve good teacher professionalism, teachers need to be supported with maximum abilities, both in terms of knowledge, the ability to show both physical and mental performance, individual attitudes, values adopted, physical characteristics, and responses to situations and information. Because the professionalism of a teacher will be influenced by his ability, if his ability is good then the performance will be helped to be good.

Furthermore, it states that in supporting teacher professionalism, it is necessary to support professional teacher competencies. Teacher competence is measured with 10 teacher competencies seen from the aspects, namely (a) mastering teaching materials; (b) managing teaching and learning programs; (c) managing classes; (d) use media or sources; (e) mastering educational

foundations; (f) managing teaching and learning interactions; (g) assessing student achievement for education and teaching; (h) familiarize yourself with the functions and programs of guidance and extension services; (i) know and organize school administration; (j) understand the principles and interpret the results of educational research for teaching purposes (Anwar, 2003) ^[1], (Abdurrahmansyah, 2006), (Yunus, 2016) ^[2]. It can be understood that teacher professionalism is an ability coupled with the motivation to fulfill tasks and motivation to develop. Therefore, teacher professionalism is a manifestation of teacher abilities which includes the ability to complete assignments. Furthermore, he said that the essence of teacher performance is the ability of teachers in the real world of work, and the real world of work is to teach students in classroom learning activities (Susanto, 2016) ^[13].

It can be understood that someone will work professionally if that person has the ability and motivation. Furthermore, it is said that someone will work professionally if they have the workability and sincerity to do their best. Conversely, someone will not work professionally if they only meet one of the two requirements above. So, no matter how high a person's ability is, he will not work professionally if he does not have high work motivation. Conversely, no matter how high a person's motivation is, he will not be perfect in carrying out his duties if it is not supported by ability (Waston, & Taryanto, 2018) ^[15], (Muchith, 2016) ^[9].

It can be understood that a teacher can be said to be professional if he has high skills (high level of abstracts) and high work motivation (high level of commitment). Commitment is broader than concern because that commitment includes time and effort (Fakrurridha, & Nurdin, 2019) ^[5], (Supriatna, 2019) ^[12]. The level of teacher commitment stretches along a continuum, moving from the lowest to the highest. Teachers who have low commitment usually pay less attention to students and spend very little time and energy improving the quality of learning. On the other hand, teachers who have high commitment are usually very concerned about students as well as the time provided for improving the quality of education is very much (Syarnubi, 2019), (Zakir, 2020) ^[17], (Firman, 2017) ^[6], (Husna, 2016) ^[7].

Efforts to increase teacher professionalism need and must be continuously carried out, either by individuals or each of these teachers or by the education providers or what in this case is referred to as an educational institution so that every teacher who teaches in an educational institution can become a qualified teacher. Professional and competent by the subject areas being handled.

If every teacher is qualified and professional, then the teacher will exert all energy, thought, knowledge, and ability in carrying out his duties as a teacher, namely teaching. With full enthusiasm, professional teachers will create and create a quality learning atmosphere. From quality learning, students who are comfortable in learning will be born, so that they learn well to become smart children, able to develop their potential and realize and realize educational goals as stated in the education law. Institutions must also strive to make innovations and maximize efforts to improve the professionalism of their teachers.

Based on the above background, the author needs to conduct a scientific study of the professionalism of integrated Islamic elementary school teachers of al-Quran

2. Methodology

This research uses a qualitative approach. Researchers go directly to the field to collect data. The method used is descriptive qualitative. Data collection techniques through observation, interviews, questionnaires, and documentation. Observations were made by seeing directly the Al-Qur'an teacher professionalism improvement program. Interviews were conducted with foundation supervisors, foundation heads, school principals, deputy principals, Al-Qur'an coordinators, and Al-Qur'an teachers to gather information about teacher professionalism, programs, and implementation of Al-Qur'an teacher professionalism improvement programs. The questionnaire was used to collect data on teacher professionalism which was taken directly from Al-Qur'an teachers. The documentation is done by looking at important documents that support research. The research was conducted at SDIT Al-Izzah, and SDIT Al-Hanif. The research targets were the board of the foundation consisting of supervisors and the head of the foundation as well as school managers consisting of the principal, deputy principal of the school, coordinator of the Koran, teachers of the Koran, and all those involved in the program to improve teacher professionalism in both the institution with a total of 50 people.

Data analysis techniques are carried out by systematically compiling data obtained from observations, interviews, questionnaires, and documentation by organizing data into categories, describing them into units, synthesizing, arranging into patterns, choosing which ones are important and what will be learned, and make conclusions so that they are easily understood by oneself and others.

3. Results and Discussion

Based on the results of interviews with the head of SDIT Al-Izzah Serang, information was found that the professionalism of teachers in the basic aspects of educational science at the SDIT Al-Izzah institution is quite good, this can be seen from the majority of teachers who have obtained a bachelor's degree in education, so that in general teachers- teachers who teach at SDIT Al-Izzah already understand the foundation of education, educational psychology, educational administration, teaching methodologies, and general evaluation techniques. It can be understood that as many as 68% of teachers stated that they understood the educational foundation, while 32% stated that they had enough. In the aspect of educational psychology, 92% of the teachers stated that they really understood, understood, and had enough of educational psychology, while the remaining 8% stated that they did not understand. In the aspect of educational administration, 96% really understand, understand, and quite understand the administration of learning. Meanwhile, in the aspect of understanding the methodology in general and the evaluation techniques, all teachers stated that they really understood, understood, and quite understood. Of all the teachers who teach, there are 98% of teachers who graduated from undergraduate degrees (S1), 67% are undergraduate, 23% are non-educational undergraduates, the remaining 10% are high school graduates.

The professionalism of teachers in the basic aspects of education at SDIT Al-Hanif Cilegon is slightly different from SDIT Al-Izzah. Based on interviews with school principals, it was found that there were still many Al-Qur'an teachers at SDIT Al-Hanif Cilegon who did not yet understand the

foundation of education science, educational psychology, educational administration, learning methodology in general because there were still many who were not yet undergraduate (S1). The results of the distributed questionnaire showed that 69.3% of the teachers really understood and understood the educational foundation, while the remaining 31.7% stated that they had a sufficient understanding of the educational foundation. These results indicate that there are still many teachers who do not understand the foundation of education science as stated by the principal.

In the aspect of educational psychology, 37.8% stated that they really understood and understood educational psychology and the remaining 62.2% stated that they did not understand and sufficiently understood educational psychology. In the aspect of education administration, 37.8% already understand educational administration and the remaining 62.2% are sufficient and do not understand educational administration. Meanwhile, in the general methodology aspect, 59.5% stated that they already understood and really understood, while the rest stated that they had enough understanding and did not understand. As for the aspect of the learning evaluation technique, it was found that 56.7% of the teachers already understood the methodology and evaluation techniques of learning and the rest did not understand and quite understand.

This is because there are still many Al-Qur'an teachers who have not yet taken the undergraduate level (S1), so there are still many who do not understand the foundation of educational knowledge. In addition, at the teacher admission selection stage, the undergraduate education level (S1) was not used as a condition for admission of teachers and the selection of Al-Qur'an teacher admissions took more Al-Qur'an teachers through community service programs originating from pesantren. Of all the teachers who teach, there are 24.3% of teachers who graduated from undergraduate degrees (S1), 18.9% are undergraduate education, 5.4% are undergraduate non-education, the remaining 75.7% are high school graduates and are still in college. It can be understood that most of the accepted Al-Qur'an teachers come from high school (SMA) level Islamic boarding schools (SMA) graduates or equivalent. Therefore, the majority of teachers have not learned the basics or foundations of educational knowledge. Even so, there are also teachers who are alumni of Islamic boarding schools and have learned the foundation of education through *turuqutadris* learning (teaching methodology), but the numbers are only a few and only limited to the knowledge of teaching methodology they learned at their previous Islamic boarding school. As for the aspect of educational psychology, most of the educational administration does not understand. The professionalism of Al-Qur'an SDIT Al-Izzah teachers in the aspect of mastering teaching materials as conveyed by the school principal that in the aspect of mastering the theory of makharijul letters and character traits, most teachers have not mastered the theory of makharijul letters and character traits and their practice. This is because teachers who teach the Qur'an do not specifically teach the Qur'an, but also other topics.

As for the professionalism of Al-Qur'an SDIT Al-Hanif teachers in the aspect of understanding the theory of makharijul letters and character traits, it was found that many teachers did not understand and master the understanding and theory of letter makharijul and character traits. As many as

30% of teachers do not yet understand in depth the theory of makharijul letters and character traits. The answers to the questionnaire showed that there were 31.4% who stated that they understood and mastered the theory of makharijul letters and character traits while the rest stated that they were quite good at and not very good at it.

Based on the information above, it is concluded that the professionalism of teachers in the aspect of mastery of teaching materials as measured by understanding and practice of the theory of makharijul letters and character traits that both occurred in SDIT Al-Izzah Serang and SDIT Al-hanif Cilegon is still weak. One of the reasons is because the teacher has not focused and specifically on teaching Al-Qur'an, but is still teaching other materials or subjects as happened in SDIT Al-Izzah and there is no special program held to discuss and foster teachers in that aspect.

The professionalism of Al-Qur'an SDIT Al-Izzah or SDIT Al-Hanif teachers in the aspect of mastery of the subject matter being taught is quite good. Most of the *tahsin* and *tahfiz* teachers at SDIT Al-Izzah are senior teachers who have taught for more than 4 years, so their mastery of the subject is quite good. This is also the case with the Al-Qur'an teacher SDIT Al-Hanif Cilegon. Based on the results of the answers to the questionnaires distributed to the teacher, there was an answer which stated that 80.5% of the teachers had mastered the subject matter of each book being taught.

Unlike the case with the teacher's mastery of the material *ghoroibul* Al-Qur'an (foreign reading) and basic *tajwid* material, it is found that there are still many Al-Qur'an teachers who have not mastered the material of *ghoroibul* Quran and basic recitation. It can be understood that the teacher's mastery of the material *ghoroibul* Quran and *tajwid* is less in number than the teacher's mastery of the ability to read the Qur'an properly and correctly. This is because not all teachers who teach the Al-Qur'an have learned the theory of reading the *ghoroibul* Quran and *ghoroibul* Quran. Junaidi further stated that the number of teachers who had studied the theory of *ghoroibul* Quran at SDIT Al-Izzah did not reach 50%. As many as 30% of teachers have not mastered the theory of *ghoroibul* Quran and recitation at SDIT Al-Hanif Cilegon. This was reinforced by the answers to the teacher's questionnaire which stated that they mastered the material of *Ghoroibul* Qur'an and basic *tajwid* as much as 54.3%, while the rest stated that they were quite good at and not very good at it.

As for the teacher's ability in the aspect of reading the Koran with *tartil* both at SDIT Al-Izzah and SDIT Al-Hanif, as many as 60% of the teachers were able to read the Al-Qur'an with *tartil*, the rest were still not *tartil* because they were new and had not graduated. mapping. This was confirmed by the answers to the teacher's questionnaire which showed that as many as 60% of SDIT Al-Izzah teachers could not read with *tartil*, while the rest stated that they were not yet *tartil*, while at SDIT Al-Hanif information was obtained that teachers were able to read the Al-Qur'an with *tartile* is around 57% while the rest is not yet *tartile*.

The professionalism of Al-Qur'an teachers in the aspect of speaking skills as seen from the teacher's ability to read, open lessons, repeat material that has been taught, explain new material, exemplify new material, guide students to try and practice reading and memorizing new material at both institutions it's been going pretty well. The majority of SDIT Al-Izzah teachers are undergraduate graduates and have long experience so that they have speaking skills in the form of

opening lessons, repeating new material, showing and exemplifying new material to students, and guiding students to reading practice and launching new material being taught and evaluating it. As for the aspect of the number of memorization, from the number of existing teachers, there are 33% of teachers who have not memorized one juz while others have memorized at least one juz.

Likewise for Al-Qur'an SDIT Al-Hanif Cilegon teachers, although from an educational background there are still many who have not graduated and studied the foundation of educational science, most of them have already mastered reading and speaking skills in opening lessons, repeating the material that has been taught, explaining new material, exemplifying new material, guiding students to practice new material being taught and communication skills when evaluating students on the achievement of new lessons/materials.

In the aspect of preparing the teaching program, Al-Qur'an SDIT Al-Izzah teachers have formulated teaching objectives and developed teaching strategies and put them in the form of lesson implementation plans (RPPs), while Al-Qur'an SDIT Al-Hanif teachers are still many who have not. the study, formulate learning objectives and put them in the Learning Implementation Plan (RPP) because the teachers do not understand how to study, formulate teaching objectives and how to make lesson plans. In addition, there are still many Al-Qur'an SDIT Al-Hanif teachers who are not yet undergraduate, plus there is no demand to make lesson plans for teachers who teach Al-Qur'an.

In the aspect of implementing the teaching program, most of the teachers have been able to create a conducive learning climate both for teachers teaching at SDIT Al-Izzah Serang and for teachers teaching at SDIT Al-Hanif Cilegon. Teachers are able to organize student learning spaces and places and most teachers are able to manage learning interactions with students, although there are still teachers who have not been maximal in managing to teach and learning interactions with students, both teachers who teach at SDIT Al-Izzah and teachers who teach at SDIT Al-Hanif. Aspects of assessment of results and teaching and learning processes and the implementation of school administration for Al-Qur'an teachers at SDIT Al-Izzah Serang City and SDIT Al-Hanif Cilegon City, each teacher has implemented it by assessing student achievement, assessing achievement and the development of student abilities on student assessment sheets and progress books or student achievement books and by filling in learning reports (learning journals) even though there are still teachers who have not or did not fill in learning journals because they seem difficult.

In the aspect of providing services, guidance, and counseling based on interviews with school principals, it was found that teachers at SDIT Al-Izzah provided guidance to students who had special needs and had shortcomings. In addition, the teacher provides guidance services to students who have more talents and abilities in aspects of the Qur'an, even though the implementation is not optimal. Likewise, those who teach at SDIT Al-Hanif also provide guidance services to students who have low or weak abilities.

Teacher professionalism in the aspects of self-concept, self-esteem and a strong belief in themselves and their abilities, acceptance of themselves and others, of their strengths and weaknesses in SDIT Al-Izzah and Al-Hanif as well as information from the principal that the teacher The Koran already has confidence in his abilities, believes in himself,

accepts his own condition and accepts other people with all their strengths and weaknesses. Although a small proportion of SDIT Al-Hanif Cilegon teachers feel too confident in their abilities, they underestimate and doubt the abilities of others. Teacher professionalism in the aspect of personality, especially in loyalty, optimally devoting time and discipline, both Al-Izzah and Al-Hanif SDIT teachers have high loyalty and discipline in teaching attendance. As for the aspect of teacher welfare at SDIT Al-Izzah and Al-Hanif, it shows that teachers at SDIT Al-Izzah get the same rights as teachers of other subjects, there is no difference in terms of pay, even have a great opportunity to get higher welfare. This was reinforced by the answers to the questionnaires distributed to teachers and stated that 80.9% of teachers stated that their salaries were standard and very standard. Meanwhile, most of the SDIT Al-Hanif teachers stated that they had not received standard incentives according to the criteria for the regional minimum wage (UMR). This was confirmed by the questionnaire responses which showed that 57.1% of teachers reported that the salary was not standardized.

4. Conclusion

Based on the research results described above, it can be concluded that the results of the study indicate that the professionalism of religious teachers in integrated Islamic elementary schools is good in terms of basic aspects of education, preparation of learning programs, implementation of teaching programs, assessment of results and teaching and learning processes, school administration, counseling services, and guidance, self-concept, good self-esteem, teacher confidence in the effectiveness of their own abilities in arousing students' passion and acceptance of themselves and others, good personality and teacher welfare.

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