

PROFESSIONALISM OF ISLAMIC RELIGIOUS EDUCATION TEACHERS ON STUDENT CHARACTER AT SDN CIKUJANG

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Abstract

Professional teachers are people who have special abilities and expertise in the field of teaching so that they are able to carry out their duties and functions as teachers with maximum ability, people who are well educated and trained, and have experience in the field. This research is motivated by the development of the world of education which requires professional human resources and also smart and character resources as an effort to shape student character. This research uses a qualitative method. This research uses data collection techniques by means of observation, interviews, and documentation. The results of the research conducted at SDN Cikujang show that the professionalism of Islamic religious education teachers towards student character at SDN Cikujang is carried out by providing examples, carrying out religious habituation activities and Islamic exemplary stories.

Keywords: *Teacher Professionalism, Islamic Education Teacher, Student Character*

Introduction

The development of the world of education requires human resources who are professionals in their field and also requires human resources who are intelligent and have character. Education is not only directed at producing graduates who have intellectual capacity but must also have multiple intelligences based on character education. In facing the demands of contemporary developments, teachers play a very important and strategic role in efforts to shape students' character within the framework of complete Indonesian human development. (Hanafi & Rappang, 2017).

Efforts to develop this character require competent Islamic Religious Education teachers. Mulyasa stated that: "Teacher competency is a combination of personal, scientific, technological, social and spiritual abilities which significantly form the standard competency of the teacher profession, including mastery of

material, understanding of students, educational learning, personal development and professionalism”(Syah & Yasa, 2022).

Islamic religious education has a very important role in shaping student character. Islamic Religious Education Teachers have a big responsibility in ensuring that the messages of Islamic values are conveyed effectively to students, as well as helping them internalize these values in everyday life(Ardilah, Lesmana, et al., 2023). Teacher professionalism in this context is the main key in ensuring the effectiveness and success of the educational process (Nuzli et al., 2021).

In this context, teacher professionalism does not only include expertise in delivering material, but also includes other aspects such as commitment to the profession, teaching ethics, ability to manage the class, and interpersonal relationships with students(Ruhidyanto et al., 2023). The quality of professionalism of an Islamic Religious Education teacher has a significant impact on the formation of student character, which is one of the main goals of education (Kholil, 2021).

Allah SWT says in Q.S. Al-Isra': verse 84 which reads:

قُلْ كُلٌّ يَعْمَلُ عَلَىٰ شَأْنِهِ فَمَنْ بَدَأَ فَهُوَ سَيِّئًا

It means : Say: Each person acts according to his or her own circumstances. So your Lord knows better whose path is truer.

The verse above provides an explanation to humans that when carrying out any work, activity or business they should be in accordance with their professionalism. Teachers must also have basic abilities as competencies that can direct themselves to become professionals (Mahadhir, 2018).

The relationship between teachers and educational institutions at SDN Cikujang has a very important role, especially in forming student character. In order to create a successful teaching and learning process in schools in shaping student character, effective efforts and strategic steps are needed by educational institutions, school principals, teachers and educational practitioners. Therefore, researchers want to analyze more deeply the professionalism of teachers towards the character of students at SDN Cikujang.

Research Method

This research is qualitative research, qualitative research is a research method that examines in depth the problem being researched without going through statistical procedures and other forms of calculations. Qualitative research places more emphasis on the analysis process, depth of thinking and always using scientific logic related to the phenomena being observed. The aim is to develop concepts on the problems faced so as to create new knowledge and understanding (Sarosa, 2012, p. 9).

Bogdan and Taylor suggests that qualitative methods are research procedures that produce descriptive data in the form of written and spoken words from people

and observed behavior. Qualitative research is carried out in natural conditions and is discovery in nature. Qualitative research leads to knowledge of an object being studied by prioritizing descriptions in the form of words, pictures and numbers, making it easier for researchers to obtain objective (Murdiyanto, 2020).

This research was carried out at SDN Cikujang located at Kp. Cilembu RT/RW 16/05, Ds. Cikujang, District. Serangpanjang, Kab. Subang. The reason for taking the research location at SDN Cikujang was because the researcher had carried out pre-research observations to analyze the phenomenon that was used as the research object.

This research was carried out starting from preparation: collecting data by means of observation, interviews and documentation; analyzing data using descriptive methods: making conclusions; and compiling reports. Meanwhile, the informants in this research were the principal of SDN Cikujang named Mr. Ade Mulyana, S.Pd., the PAI teacher named Mr. Aminudin, S.Pd.I., the class V teacher named Mrs. Nunung Nuryati, S.Pd., and Cikujang Elementary School students.

Result and Discussion

Result

In the book *"Becoming a Professional Teacher"* by Moh. Uzer Usman explained that, a professional teacher is a person who has special abilities and expertise in the field of teaching so that he is able to carry out his duties and functions as a teacher with maximum ability, so a professional teacher is a person who is well educated and trained, and has experience in the field (Usman, 2006).

Professional teachers have special abilities and expertise in the field of teaching so that they are able to carry out their duties and functions as teachers with maximum ability (Nurseha et al., 2023). The professionalism of Islamic religious education teachers is needed in the world of education, especially in developing the character of students at SDN Cikujang.

Researchers conducted an interview with Mr. Aminudin, S.Pd.I as a PAI teacher at SDN Cikujang regarding the form of professionalism of Islamic Religious Education teachers in schools, he answered that "Professional teachers will prioritize quality by creating moral students who uphold religious values. "So understanding and trying to build students' character by instilling habits about good things so that students understand, instilling what is permissible and what is not, as well as doing and setting an example for students."



Picture 1. Interview with PAI teacher Mr. Aminudin, S.Pd.I

The researcher then asked the principal and one of the teachers at SDN Cikujang about the form of teacher professionalism at SDN Cikujang. It was obtained that the teachers' interest in continuing to develop their professionalism as educators was a factor that was no less important, supported by several teachers who had in accordance with their educational background, the existence of a suitable place and existing media, as for those who come from outside the school, namely with the moral and material support provided for teachers in carrying out teacher professional development.

The figure of a professional teacher is demonstrated through his responsibility in carrying out all his services. Professional teachers should be able to assume and carry out their responsibilities as teachers to students, parents, society, nation, state and religion. (Hamid, 2017).

Professional teachers have social, intellectual, moral and spiritual responsibilities. The presence of teachers in the process of forming children's character cannot be represented by other learning tools (Ardilah, Anisa, et al., 2023). Nowadays, children can learn through various educational technologies, but the spirit of the teacher in the form of an example or role model cannot be represented in shaping the character of the participants.

The condition of the students at SDN Cikujang has a variety of characters, it can be seen that when carrying out religious habituation activities, some of them take part in religious habituation activities in a special and orderly manner and some are still playing around with other friends. Apart from this attitude, students at this school have honest, responsible and independent attitudes in carrying out the learning process or in taking tests and are socially concerned in interacting at school.

A simple form of assessing student character is seen from: Religious character, meaning the student's adherence to religious values. Religious values are values that originate from God Almighty, so that these values can automatically control a person's

behavior. Honest character, meaning behavior that always matches actions and words, the value of honesty must be attached to students so that they can grow into figures who can be trusted by everyone. Responsibility, meaning the behavior of students who try to carry out every task assigned to them, responsibility, meaning the behavior of students who try to carry out every task assigned to them. Social care, meaning students' concern for the social conditions of their surrounding environment. Independent, meaning that students' behavior does not easily depend on other people, for example when doing assignments they never cheat.

Islamic Religious Education teachers must be able to develop professionalism in developing the character of their students, because basically, teachers must be role models for students(Ardilah, 2021). Apart from being required to be role models for students, Islamic Religious Education teachers are required to promote good character education, through teaching methods when teaching and learning activities take place. (Nuzli et al., 2021).



Picture 2. Learning Activities

To form children with character, this can be done by developing faith, worship and morals directly or indirectly, which needs to be done gradually and continuously, as early as possible in accordance with the child's psychological development map using various approaches. Among the appropriate approaches to take are through habitual, exemplary, educative and persuasive approaches as exemplified by Allah and His Messenger in educating humans (Wisnarni, 2018).

The researcher conducted another interview with Mr. Aminudin, S.Pd regarding how to cultivate student character at SDN Cikujang, he answered, *"There are many ways that can be done, the way you do to cultivate religious character is by being a role model or behaving according to norms or existing regulations because usually children will imitate every behavior that the teacher does and get children used to starting and ending learning by praying, when children have expertise in the religious field, fathers as religious education teachers always direct and guide so that the child's skills develop, to form children with character. This can be done by directly developing faith, worship and*

morals which is carried out gradually and continuously. There are activities that are carried out regularly, especially by Islamic religious education teachers, namely competitions in the religious field starting from religious habituation activities every Friday, *btq*, call to prayer, calligraphy, etc. Then there was a session about Islamic history stories such as the examples of the prophets and children were directed to emulate their patience and honesty."



Picture 3. Religious Refraction Activities at Cikujang Elementary School

In carrying out their duties, Islamic Religious Education teachers need to integrate all aspects of professionalism well so that they can have a significant impact in forming students' character with noble morals in accordance with Islamic teachings. Therefore, continuous research and development efforts are needed to improve the quality of professionalism of Islamic Religious Education teachers and their impact on student character (Jamin, 2018).

Suprihatiningrum stated that there are five measures for a teacher to be declared professional. *First*, have a commitment to students and the learning process. *Second*, thoroughly master the teaching materials and how to teach. *Third*, responsible for monitoring students' learning abilities through various evaluation techniques. *Fourth*, be able to think systematically in carrying out tasks. *Fifth*, you should be part of the learning community in your professional environment (Suprihatiningrum, 2014).

Conclusion

The professionalism of Islamic religious education teachers at SDN Cikujang, namely teachers in carrying out their duties and in the learning process in accordance with the competencies or requirements that an educator must have. Professional teachers understand and strive to build students' character by instilling good habits so that students understand, instilling what is allowed and what is not, as well as practicing and setting an example for students.

The implication of the professionalism of Islamic religious education teachers on students' character is by setting an example and behaving according to existing norms and regulations. Apart from that, by reading or providing lessons on Islamic

stories that contain honesty, responsibility and social values, both from the stories of the Prophet, the Prophet's friends and stories about righteous people. As well as habituation activities such as religious habituation activities in developing students' religious character. The process of forming a child's character cannot be represented by other learning tools. Nowadays, children can learn through various educational technologies, but the spirit of the teacher in the form of an example or role model cannot be represented in shaping the character of the participants.

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