

Developing the Professionalism of Islamic Religious Education (PAI) Teachers Through Learning Models

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Abstract: Learning is a systematic system consisting of various interrelated components. These components are: objectives, materials, methods, and evaluation. These four components must be considered in determining the learning model that will be used in learning activities. Learning models are arranged based on educational principles, psychological theories, sociology, system analysis and other theories. Learning models can be selected, meaning that teachers can determine the learning model that will be applied in the learning process according to the situation and conditions of the school environment to achieve learning goals. Teachers are currently required to develop according to their function, fostering, guiding and producing students to achieve educational goals. The development of curriculum, administration and equipment facilities must be balanced with the quality of teachers in carrying out the education process. Because in the entire education process, teachers are the main factor. So it is necessary to improve the quality and professionalism of teachers in carrying out the learning process, especially Islamic Religious Education learning where this can be done through mastery of learning models, so that the learning process can develop and not be monotonous

Keywords: Professional teachers, learning models, Islamic Religious Education

Abstrak: Pembelajaran adalah sebuah sistem yang sistematis yang terdiri dari berbagai komponen yang saling berhubungan. Komponen – komponen tersebut adalah: tujuan, materi, metode, dan evaluasi. Keempat komponen tersebut harus diperhatikan dalam menentukan model pembelajaran yang akan digunakan dalam kegiatan pembelajaran. Model – model pembelajaran disusun berdasarkan prinsip – prinsip pendidikan, teori – teori psikologi, sosiologi, analisis sistem dan teori – teori lainnya. Model pembelajaran dapat dipilih, artinya guru dapat menentukan model pembelajaran yang akan diterapkan dalam proses pembelajaran sesuai dengan situasi dan kondisi lingkungan sekolah untuk mencapai tujuan pembelajaran. Guru saat ini dituntut untuk berkembang sesuai dengan fungsinya, membina membimbing dan menghasilkan peserta didik untuk mencapai tujuan pendidikan. Pengembangan kurikulum, administrasi dan fasilitas peralatan harus diimbangi dengan kualitas guru dalam melaksanakan proses pendidikan. Karena dalam keseluruhan proses pendidikan guru merupakan faktor utama. Sehingga perlu adanya peningkatan kualitas dan profesionalisme guru dalam melaksanakan proses pembelajaran, khususnya pembelajaran Pendidikan Agama Islam dimana hal tersebut dapat melalui penguasaan model – model pembelajaran, sehingga proses pembelajaran dapat berkembang dan tidak monoton

Kata kunci: Guru profesional, Model pembelajaran, Pendidikan Agama Islam (PAI)

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Introduction

Learning is a process of interaction with all situations around. Learning can be viewed as a process that is directed towards goals and the process of doing through various experiences (Rusman,

2012). Learning is also a process of seeing, observing and understanding something (Nana Sudjana, 1989).

Learning activities involve two main actors: teachers: responsible for teaching and delivering materials. Teacher behavior includes various teaching methods, communication, and classroom management. students: play an active role in the learning process. Student behavior includes attention, participation, and application of knowledge gained.(Destriani, 2022)

Teacher and student behavior, teacher behavior: teaching does not only mean conveying information, but also creating an environment that supports learning, motivating students, and adjusting teaching methods based on student needs. student behavior: learning involves an active process in which students process information, ask questions, and apply knowledge in everyday life.

Dynamic and complex relationships, the relationship between teachers, students, and teaching materials is dynamic; always changing and adapting to the context, needs, and development of each actor. Complex; Involves many factors, such as student background, teaching methods, and socio-cultural context, all of which can affect learning outcomes.(AW Suranto, 2011)

Effective learning processes require a deep understanding of these interactions. Teachers who are able to adapt their approach and understand the needs of their students will be more successful in creating meaningful learning experiences.(Pamungkas et al., 2021)

In the implementation of the learning process, learning models are also known as a way to convey teaching materials that are arranged based on educational principles, psychological theories, sociology, psychology, systems analysis, or other theories. Joyce and Weil argue that a learning model is a plan or pattern that can be used to form a curriculum and long-term learning, design learning materials, guide students in or outside the classroom. Learning models can be an option for teachers to achieve learning goals.(Rahman, 2024)

Teachers realize that their profession is an honorable and noble one. Teachers devote and serve to educate the nation and improve the quality of human beings as a whole, namely faithful, pious, and noble, as well as mastering knowledge in realizing a quality society. Teachers are expected to be able to perform professionally with their main tasks being to educate, guide, train and develop the curriculum (curriculum tools). A teacher who carries out teaching duties every day is the main priority.

Method

The research method used in the study entitled "Developing the Professionalism of Islamic Religious Education (PAI) Teachers Through Learning Models" is a qualitative method with a descriptive approach. This method was chosen to obtain an in-depth and comprehensive picture of the process and strategies for developing the professionalism of PAI teachers through the application of various learning models.(Maholtra, 2009)

In this study, data were collected through library research and field data collection, such as observation, interviews, and documentation involving PAI teachers, principals, and other related parties. The qualitative descriptive approach allows researchers to describe in detail how PAI teachers develop their professional competence, both in terms of pedagogy, personality, professionalism, and social, through the application of innovative and contextual learning models.(Fiantika, 2022)

Data analysis was carried out by means of data reduction, data presentation, and drawing conclusions systematically to produce valid and accountable findings. This study also explores various strategies for developing the professionalism of PAI teachers, such as training, workshops, scientific discussions, and the development of technology-based learning media, all of which aim to improve the quality of learning and student achievement.(Waruwu et al., 2023)

With this method, research can provide a comprehensive picture of how learning models can be an effective means of improving the professionalism of Islamic Religious Education teachers, thus having a positive impact on student motivation and learning achievement.

Results and Discussion

A. Definition of Teacher Professionalism

Professionalism comes from the word profession, meaning a field of work that someone wants to pursue. It can also be interpreted as a position or job that requires special knowledge and skills obtained from intensive academic education (Rusman, 2012). Etymologically, Freidson defines a profession as "a group that has socially recognized knowledge and skills," with an emphasis on recognition and regulation in professional practice (Freidson, E. 2001). Meanwhile, in terms of terminology, a profession means a job that requires higher education for its practitioners, which emphasizes mental work, namely the requirement of theoretical knowledge as an instrument for carrying out practical actions, not manual actions (Danin, 2002). (Elvira, 2021)

A profession is a position or job that requires certain expertise. This means that professional positions cannot be done or held by just anyone who is not trained. But through a process of education and training that is specifically prepared for a particular field. For example, a professional teacher who has teaching competence through teacher education (PGSD, S1 education, AKTA Education) which is obtained through special education for the field. So the teacher's competence is obtained through what is called professionalization. Profession can also be interpreted as a position or job that requires special knowledge and skills obtained from intensive academic education (Webster, 1989).

Based on the opinion above, it can be concluded that a profession is a certain field of work or expertise that requires intellectual competence, attitudes, and certain skills obtained through an intensive academic education process. (Nawawi, 2011) Professional is a job or activity carried out by a person and becomes a source of income that requires expertise or skills that meet certain qualities and norms and requires professional education (Law No. 14 of 2005 concerning Teachers and Lecturers)

The definition of professionalism is a view of certain expertise where expertise is only obtained from special education. Oemar Hamalik that a professional teacher is a person who has taken a teacher education program and has received a state diploma and has experience in teaching. Teacher Professionalism is a condition, direction, value, goal, and quality of expertise and authority in the field of education and learning related to a person's work as a livelihood. Meanwhile, a professional teacher is a teacher who has the required competencies to carry out educational and learning tasks. (Aziz & Anam, 2021)

B. Islamic Religious Education

Islamic religious education is a conscious and planned effort in preparing students to understand and recognize so that they are able to believe in the teachings of Islam. In its delivery, it must be accompanied by demands to respect adherents of other religions so that tolerance and harmony between religious communities are created. Islamic Religious Education in schools aims to create and improve students' knowledge of Islam so that they are able to understand and practice Islamic teachings well. So that they are able to become pious Muslims in developing their lives.

Islamic Religious Education in its implementation must refer to Islamic teachings and values and not forget social morality. This aims to reap the success of students' lives both in the world and able to bring goodness in the hereafter. (Zumiyetri, n.d.) Islamic Religious Education has an important role in forming individuals who not only understand Islamic teachings, but are also able to apply them in everyday life.

C. The Importance of Teacher Profession in Education

In the world of education, teachers are educators, mentors, trainers, and curriculum developers who can create conducive learning conditions and atmospheres, namely a pleasant, interesting learning

atmosphere, providing a sense of security, providing space for students to think actively and innovatively in developing their abilities.

Professional teachers are a determining factor in the quality education process. To be able to be like that, they must be able to actualize themselves according to the abilities and rules of professional teachers. Teachers in the era of information and communication technology today are not just teaching but also becoming learning managers. Every teacher is expected to create a learning situation that stimulates student creativity, using multimedia, multi-methods and multi-sources in order to achieve learning goals.(Shafa, 2014)

The importance of teacher professionalism is based on several things (Sanusi, 1991), namely:

1. The subject of education is a human being who has the will, knowledge and feelings
2. Education is carried out intentionally, namely consciously with a purpose, so that it is normative and bound by universal, national, and local norms and values which are the references for educators, students and education managers.
3. Educational theories are the answer to the hypothetical framework in answering educational problems.
4. Education is based on the basic assumption about humans, namely that humans have good potential to develop. Therefore, education is an effort to develop this superior potential.
5. The core of education occurs in the process, namely a situation where there is a relationship between students and educators that allows students to grow in the direction desired by educators so that they are in line with the values upheld by society.
6. There is often a dilemma between the main goal of education, namely making humans into good humans (intrinsic dimension) with the instrumental mission, namely which is a tool for change to achieve something.

D. Definition of Learning Models

David N. Perkins argues that learning models are systematic ways to organize learning experiences that help students understand material and apply it in a broader context (Perkins, D. N. 1992). Learning models can be chosen, meaning that teachers can choose appropriate and efficient learning models to achieve educational targets and goals.(Andriani & Rasto, 2019)

Learning models are arranged based on various theories and principles of knowledge, experts arrange learning models based on learning principles, sociology, psychological theory, system analysis, or other supporting theories.

E. Characteristics of Learning Models

Learning models have the following characteristics:

1. Based on educational theory and learning theory from certain experts, an example of a group learning model was arranged by Herbert Thelen and based on John Dewey's theory. This model is designed to train democratic group participation,
2. Has a specific educational mission or goal, for example the inductive thinking model is prepared to develop the inductive thinking process,
3. Can be used as a guideline for improving teaching and learning activities in the classroom,
4. Has model parts called (1) sequence of learning steps (2) the existence of reaction principles (3) social systems (4) support systems. These four parts are practical guidelines if the teacher is going to implement a learning model,
5. Has an impact as a result of implementing the learning model,
6. Makes teaching preparations with the guidelines of the chosen learning model.

Joyce & Weil group learning models into four learning models.

a) Social Interaction Model

This model is based on Gestalt learning theory, emphasizing the harmonious relationship between individuals and society. Gestalt's main point of view is that certain events or objects are viewed as an organized whole. The meaning of an object or event lies in the overall form and not its parts.

Application of Gelsalt's theory in learning, are:

1. Experience in the learning process of students should have the ability, namely the ability to recognize the relationship between elements in an object. Teachers are expected to be able to develop students' abilities in solving problems with experience.
2. Meaningful learning, the elements related to an object will support the formation of understanding in the learning process.
3. Purposeful behavior. Behavior is directed at a goal. Learning occurs because students have certain expectations. Therefore, learning will be successful if students know the goals achieved.
4. The principle of living space, developed by Kurt Lewin. Student behavior is related to the environment in which he is. Learning materials should be related to the environmental situation in which students are (contextual).(Aisya, 2021)

This social interaction model includes strategies in learning, including:

1. Group work, aims to develop skills to participate in the process of society by developing interpersonal relationships and discovery skills in the academic field,
2. Class meetings, aims to develop an understanding of oneself and a sense of responsibility, both towards oneself and towards the group.
3. Social problem solving or social inquiry, aims to develop the ability to solve social problems by thinking logically.
4. Role playing, aims to provide students with the opportunity to discover social and personal values in simulated situations.

The implementation of this behavior modification model is: increasing the accuracy of pronunciation in children, teachers, always paying attention to student learning behavior, modifying the behavior of children with low learning abilities by giving rewards, as supporting reinforcement, and applying the principle of individual learning to classical learning.

Conclusion

Learning is a process of interaction between teachers and students, either directly in a face-to-face process or indirectly, namely by using learning media. In the learning process, teacher professionalism is needed so that all processes can achieve learning goals and targets. Teacher professionalism is a condition, direction, value, purpose, and quality of expertise and authority in the field of education and learning related to a person's work as a livelihood.

The implementation of a learning program in one meeting hour requires technical knowledge and skills. Also, aspects of personality influence the implementation of a competency. Therefore, professional teaching actions are said to be transactional in the sense that they depend on the parties and conditions in a learning activity.

Meanwhile, a professional teacher is a teacher who has the required competencies to carry out educational and learning tasks. In creating teacher professionalism, various methods are needed. One way is to master learning models that can be applied in the teaching and learning process. Especially in Islamic religious education learning, the ability to deliver it is very much needed so that learning is in accordance with its purpose to increase knowledge and understanding of Islam. The main objective

of Islamic Religious Education is to create successful lives for students in the world and to be able to bring goodness in the afterlife.

A learning model is a plan or pattern that can be used to form a curriculum (long-term learning plan), design learning materials, and guide learning in class or elsewhere. The learning model has the following characteristics;

1. Based on educational theory and learning theory from certain experts,
2. Has a specific educational mission and purpose,
3. Can be used as a guideline for improving learning activities,
4. Has parts of the model called:
 - a) sequence of learning steps,
 - b) the existence of reaction principles,
 - c) social systems,
 - d) support systems.
5. Has an impact as a result of the application of the learning model,
6. Makes teaching preparations based on the chosen learning model.

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