

TEACHER PROFESSIONALISM IN ISLAMIC RELIGIOUS EDUCATION DURING THE COVID19 PANDEMIC AT BAITUL A'LA ISLAMIC PRIMARY SCHOOL IN LUBUKLINGGAU

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Abstract

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This study is titled Teacher Professionalism in Islamic Religious Education during the Covid19 Pandemic at Baitul A'la Islamic Primary School in Lubuklinggau. The adoption of e-learning certainly requires teachers to be professional in performing their tasks and preparing for different sections. The research was carried out at Baitul A'la Islamic Primary School in Lubuklinggau using field research type, qualitative approach, data collection with interview, observation and documentation techniques. Check data source reliability, triangle processing time and technique. To summarize, first, teachers are committed to students and their learning process, teachers are masters of subject topics, teachers monitor student learning outcomes, teachers are able to systematically and teachers are part of a learning community in their professional setting. Online learning, which schools have had to do due to the COVID19 outbreak, needs to be balanced with the deeper role of the teacher. Teacher performance is required as a form of professionalism. Therefore, there is a need to empower teachers by developing four key skills that already exist to deal with online learning today. The skills that emerged from these developments were literacy and science and technology skills, classroom management skills, and social and communication skills.

Preliminary

Indonesian education today faces enormous challenges, both in terms of decision-making and implementation, as well as the experiences of teachers and students. At the end of 2019, a rapidly spreading viral infection emerged, a virus called covid19. This virus has spread in Indonesia since March 2020 until now.

(R. Gilang K, 2020: 6). During the COVID-19 pandemic, more and more challenges will approach our education world. Problems faced by students include students not understanding the material presented, due to signal conditions and also the limitations of the available media. There are even some students who have difficulty understanding the material sent by the teacher. From the various problems above, a teacher must have competence in managing online learning.

One of the skills that teachers must possess is professional competence. Since the outbreak of the Covid-19 pandemic in Indonesia, it has had a difficult impact in all fields. Including in the field of education. Many problems arise that cause headaches for those who carry out education in schools. Teachers who have a noble role in educating students in schools face tough challenges with the Covid19 pandemic. However, public controversy arose about metamorphosis during the Covid-19 pandemic. According to Ahmad Taufik and Fitriyani, that:

"The world of education in Indonesia is being neglected, which means the government is very disadvantaged by the large number of Indonesians who have been affected by this pandemic outbreak, therefore the new normal is the government's main way to prevent human-to-human transmission. It is the following policy that each school must provide one handwashing station with at least two dedicated installations on the school premises. He is no exception to the rule of always wearing a mask and living a healthy life without worry and is aware of the nature of the epidemic. Teaching activities in schools used to be familiar through virtual networks or are now easily known online" (Ahmad Taufik and Fitriyani, 2020: 6).

This is certainly felt by educators and students. Especially for educators, they need to be creative in managing learning and delivering material through e-learning. It should also be adapted to their age and class of needs.

The teacher is the most important component of the entire education system that needs the greatest attention. Teachers also really determine the success of students, especially in the online teaching and learning process system, so the importance of teacher professionalism in learning management practices during the Covid19 pandemic. Teachers need to really master the material to be taught and make online learning materials in the form of animated videos or learning videos according to the needs and current curriculum.

The world of education must once again learn to learn (learn to learn), not learn to learn (learn something). All of this is reflected in the e-learning content that is carried out in a few weeks or almost a semester, where teachers always focus on content or material created to inform students rather than for them to discover on their own.

With the Internet, students can learn to know, learn to do, learn to be, and learn to live in a very different approach than in the pre-Internet era, where the teacher was the only source of learning. Educators only allow students to find reliable learning sources, not hoaxes, and not just someone's opinion, but their credibility remains under suspicion. During this Covid-19 pandemic, Islamic religious education teachers have a great responsibility to not only educate their students to understand and understand Islamic teachings in their entirety through online media, but also so that students can practice them in everyday life.

Therefore, PAI teachers are required to maintain professionalism in teaching during the Covid-19 pandemic.

Educators are an important component in the educational process. On his shoulders he places a great responsibility in guiding students towards the goals of education for which they are created. In the view of Islam, educators in principle are not only those who have formal teaching qualifications obtained in universities. But the most important thing are those who have certain scientific skills and can pass their knowledge on to others.

In Islam, work must also be done professionally, in the sense that a job must be done well. In the Qur'an, Allah commands each of us to work according to our respective positions as described in the Qur'an Surah Al-An'am verse 135:

قُلْ يٰقَوْمِ اَعْمَلُوا عَلٰى مَكَانَتِكُمْ اِنِّىْ عَامِلٌ فَاَسَوْفَ تَعْلَمُوْنَ مَنْ تَكُوْنُ لَهُ
عَقِبَةُ الدّٰرِ اِنَّهٗ لَا يُفْلِحُ الظّٰلِمُوْنَ ۝ ۱۳۵

Translation: "Say (Muhammad), O my people! Act according to your position, I also do (so). Later you will know who will get the (best) place in the hereafter (later). Verily, the wrongdoers will not succeed."

From the interpretation of the paragraph above, it can be understood that in carrying out the work, proper professional functions must be carried out and there must be expertise in carrying out the work. The importance of expertise in a job is shown by the words of the Prophet Muhammad:

اِذَا ضَيِّعْتَ الْاٰمَانَةَ فَاَنْتَظِرْ السَّاعَةَ قَالَ كَيْفَ اِضَاعْتُهَا يٰرَسُوْلَ اللّٰهِ قَالَ اِذَا
اَسْنَدًا لِاَمْرٍ اِلٰى غَيْرِ اَهْلِهٖ فَاَنْتَظِرْ السَّاعَةَ (رواه البخارى)

Translation: "From Abu Hurairah r.a. said: If the trust has been wasted, then wait for the day of destruction, he (Abu Hurairah) asked, O Messenger of Allah, how do you waste the trust? (H.R. Bukhari)"

Islam is a religion that gives a very important place to education. Religion encourages us to keep learning. Islamic civilization since its inception has also shown progress and efficiency in the field of education. At the beginning of the spread of Islam, it was the Prophet Muhammad who used non-coercive educational methods to teach Islam.

Based on the hadith above, if someone is said to be an expert, then he is certainly competent in the field he is engaged in. The professional competence of Islamic religious education teachers in teaching can be interpreted as the ability to master learning material broadly and deeply to provide knowledge and train the skills and skills of students.

Baitul A'la Islamic Elementary School Lubuklinggau is one of the private schools in Lubuklinggau City that is able to compete in the ranks of schools that excel in Lubuklinggau City. This school is under the Baitul A'la Lubuklinggau Foundation in which the foundation is joined by other educational institutions including Orchid Early Childhood Education and Baitul A'la Kindergarten Lubuklinggau.

Based on initial observations on Monday, October 12, 2020 for Islamic Religious Education learning activities at Baitul A'la Islamic Elementary School Lubuklinggau during the COVID-19 pandemic, teachers still have difficulty managing online learning. This is due to a lack of understanding among teachers and parents about online learning applications. Thus, teachers only use the WhatsApp application to provide learning materials. The teacher only sends material using photo media of learning materials, makes audio recordings and learning videos, then sends them to the whatsapp group (WAG).

Research Methodology

This study uses a field research approach, namely an investigation carried out in real life or objects, empirical investigations using concrete data. (Komaruddin and Yooke Tjuparmah S. Komaruddin, 2000: 138). This study uses a qualitative approach. Sources of data in this study were principals, assistant principals, teachers, and staff. Data collection techniques include the use of observation, interviews and documentation methods. According to the research method, the data analysis technique used by the author in this study is a qualitative data analysis technique, namely the analysis of the data obtained in accordance with the ability to connect data, information and research theory data.

Therefore, in this study, data analysis techniques were carried out by presenting the results of observations, interviews and analyzing problems encountered in the field. So that a clear picture of the object under study can be obtained and draw conclusions. In addition, in conducting data analysis, the author refers to the opinion expressed by Miles and Huberman that activities in qualitative data analysis are carried out continuously until complete, so that the data is saturated. (Suharsimi Arikunto, 2016: 30).

Discussion

Teacher Professionalism

Professionalism comes from the word profession (profession) which can be understood as a certain type of work or work that requires knowledge. (M. Rasyid Ridla, 2008: 32). Profession can be understood as expertise or knowledge used in applications to establish relationships with other people, agencies or organizations. Professionalism is the expertise and responsibility possessed by intellect, morality, and the qualifications of colleagues in carrying out certain jobs or positions. (Abdul Sattar Daulay, 2015: 71).

Professionalism is the quality of a profession or work that meets the desired standards and gets positive recognition from clients or the public for the results obtained from the profession carried out. In this case, the quality of teachers will be reflected in the five main attitudes. Professionalism is the possession of a specific set of knowledge or expertise in a particular field which is validated by a certificate issued by an institution. Thus, a professional deserves and deserves respect for being the main facilitator in starting his career in the future.

In the learning process, the teacher is a source of student learning who plays a very important role in determining the course of the teaching and learning process. The task of the teacher as a profession demands the development of self-professionalism in accordance with the development of science and technology.

Characteristics of Teacher Professionalism

According to Jamil Suprihatiningrum (2013: 153) there are 5 characteristics of teacher professionalism including: First, teachers are committed to students and the learning process. This means that the teacher's highest commitment is in the best interests of students. Second, teachers have a deep understanding of the subjects they teach and how to teach them to students. Third, teachers are responsible for monitoring student performance through various assessment techniques, from observing student behavior to checking performance. Fourth, teachers can systematically reflect on what they are doing and learn from their experiences. This means that there should always be time for teachers to reflect and correct what they have done. Fifth, teachers must be part of the learning community in their professional environment, for example in Indonesia, PGRI and other professional organizations.

Meanwhile, according to Jamal Ma'mur Asmani (2011: 61-62) the characteristics of a teacher's professionalism are as follows: First, mastery of the material, including the perception of the nature and nature of the basic specialization of science, the perception of expertise that joins in broader conditions, and the existence of engineering civilization methodology. Second, the understanding of students, which covers their various characteristics, in various aspects (cognitive, affective, and psychomotor) which are part of intensifying circulation and civilisation. Third, learning that teaches the beginning of the perception of world civilization. Fourth, personality development, which captures the expansion of religiosity with personality, behavior and behavior. Fifth, the teacher must also have a mental, moral, social, spiritual, intellectual, physical and psychological basis. This psychic is considered important because the task of the educator is likened to an odyssey with a responsible journey based on his views and experiences.

These characteristics indicate that being a teacher is not an easy job as some people imagine, with a deep knowledge of the subject and being able to pass it on to students enough for the point of view not to be classified as a teacher. interested in his profession. Indeed, a professional teacher must have many different skills, special abilities, love his job and adhere to a teacher's code of ethics. And professional teachers have to show society with outstanding achievements by producing students who are able to exceed the standard in every way.

Teachers will also be role models for students. The greatness, insight and knowledge of teachers about community development will enable students to think beyond contemporary boundaries, think to create a better future. . When doing the task, the teacher will face various problems that arise and most of these problems need to be resolved immediately and the solution is decided by the teacher himself at that time.

Professionalism of Islamic Religious Education Teachers

Islamic education is an educational activity organized or established with the aim of teaching Islamic values. Furthermore, Islamic education is developed and encouraged by Islamic teachings and values. In this era of globalization, the role of Islamic education is very important, so it is inevitable that it must be involved in overcoming and solving various challenges.

According to Zuhairini, a religious teacher is someone who teaches and educates Islam by teaching, teaching, setting an example, and helping guide students towards physical and spiritual maturity. This is in accordance with the objectives of religious education to be achieved, namely directing children to become true Muslims, loyal, loyal, taqwa and virtuous that are useful for society and religion, religion and the state. While the understanding of Islamic religious education teachers are educators who teach Islamic religious teachings and guide students towards maturity and Islamic moral formation, in order to obtain a happy balance of the world and the hereafter. (Zuhairini, 2014: 45).

Islamic religious education aims to strengthen the faith, understanding, appreciation and Islamic experience of students so that they become Muslims who believe and fear Allah SWT and have noble character in personal, community, nation and state life and take education at a higher level. . . The challenge faced by Islamic religious teachers today is the beginning of the erosion of Islamic culture in the face of globalization. (Akhmad Ilman Nafia, 2017: 53).

Basically, teacher professionalism in Islamic religious education is a continuous process through various educational programs, both initial training and continuing education so that PAI teachers really have professional standards.

Efforts to improve and develop education personnel, especially teachers, can be carried out individually or collectively. Improving the quality of individual careers can take place both formally and informally. In order to increase the professionalism that Islamic religious education teachers aspire to, they must meet: First, the qualification standards of Islamic religious education teachers lead to a minimum education level of S1 majoring in accredited Islamic religious education. Second, the competency standards of Islamic religious education teachers. Teacher competencies as referred to in paragraph 1 of PP 74/2008 include pedagogic competencies, personality competencies, social competencies and professional competencies obtained through professional education. The four teacher competencies are holistic, meaning they are a unified whole that is interrelated. Third, certification of Islamic religious education teachers. Certification is the process of providing educator certificates for teachers or prospective teachers who have met the requirements and passed the competency test. Certification is carried out by tertiary institutions for providing education personnel that are accredited and determined by the government. The competency test is conducted through a written test to test professional competence and personality. Teacher certification as an effort to improve the quality of teachers is accompanied by an increase in teacher welfare so that it is expected to improve the quality of education in Indonesia in a sustainable manner. (Munasofah Hidayatur Rohmah, 2020: 22).

Islamic Religious Education Learning During the Covid-19 Pandemic

The COVID-19 coronavirus is a large family of viruses that cause illness ranging from mild to severe symptoms. There are two types of coronavirus that are known to cause illness that can cause severe symptoms, such as Middle East Respiratory Syndrome (MERS) and Severe Acute Respiratory Syndrome (SARS). Corona virus 19 is a new disease that has never been previously identified in humans. The virus that causes COVID-19 is called Sars-CoV-2. Corona virus is zoonotic (transmitted between animals and humans).

The existence of covid-19 is not a barrier to the ongoing learning process because there are many alternatives offered for us to learn, namely online learning. Online learning is defined as a knowledge transfer experience using video, audio, images, text communication, software to support learning during the Covid-19 pandemic. Learning by utilizing online media is considered capable of being an alternative renewal of teaching and learning activities which are usually carried out in a closed manner so that teachers can still carry out their duties to teach and students receive their right to gain knowledge.

WhatsApp messenger is a messaging application for smartphones or smart phones with facilities similar to blackberry messenger. WhatsApp Messenger is a cross-platform messaging application that allows us to exchange messages without SMS fees because WhatsApp Messenger uses the same Internet data plan for email, web browsing and other applications. (Uun Almah, et al, 2020:137-138). WhatsApp messaging application uses 3G, 4G or wifi internet connection to communicate data via WhatsApp, we can chat online, share files, exchange photos and so on. By using WhatsApp Messenger more communication is used between subject teachers and primary teachers to provide materials and assignments to subject teachers and students. If something is not understood, you can directly contact us for consultation regarding learning, and homeroom and student tutors together with student tutors to exchange student learning online and even school results reports.

Google Classroom is an app created by Google that aims to help teachers and students while they are away. help organize lessons and communicate with students without being tied to a class schedule, in addition, teachers can assign assignments and assign grades directly to students. Through the Google Classroom application, it is assumed that learning objectives will be easier to achieve and understanding values, so using this classroom application makes it very easy for teachers to manage learning and communicate information accurately and accurately to students. . When using Google Classroom, the class teacher creates a group of students in the class, which is then used to collect homework and provide additional material. (Uun Almah, et al, 2020: 38).

During the pandemic, all learning must be done remotely (online system), including PAI learning. PAI teachers should ensure that all students are involved in learning at home. Teachers must be creative and innovative in using and optimizing the use of online media as online learning media. Online learning occurs because face-to-face learning in class is thought to be able to spread viruses and create new views. E-learning material is a distributed open learning system that uses internet-based educational tools and network technology as a means to create learning activities using internet access. (Shirley Khumaidah, 2021: 95).

PAI teachers have an important role in realizing innovation in learning, to achieve an online system but do not forget the goal of instilling Islamic values in the hearts of students. "Thus, PAI learning requires teachers to teach well, accurately, and proficiently in operating technology facilities to always convey learning objectives to students but not to cause boredom". (Shirley Khumaidah, 2021: 97-98).

In using the WhatsApp application, zoom application, google meet application, classroom application, smart classroom application, and email, as a

competent PAI teacher must be able to use it in distance learning accompanied by planning the learning process, as well as evaluating learning.

First, lesson planning is a projection of what is needed to achieve meaningful and useful goals. PAI teachers who are subjects of education in this case need to update existing learning tools, because they need to be aware, with the Covid-19 forcing teachers to make learning plans that are in accordance with learning in accordance with distance learning conditions.

Second, the learning process is an overall activity designed to teach students. In the teaching unit, the learning process is carried out interactively, exciting, fun, stimulating, motivating students to actively follow their talents, interests and physical and psychological development of students. Distance education will certainly not work as expected if in the process a careful planning is not prepared, which is expected if it does not start from the learning plan, the materials to be used and the applications and devices that support its implementation. Because effective learning management that takes place online and offline depends on the availability of equipment as well as the right consultation and infrastructure.

Third, assessment or assessment of learning is a process of assigning or assigning values to certain objects according to certain criteria. In the learning process, assessment plays an important role, one of which is whether the learning process achieves results or not. (Mehaimin, 2020: 80).

Teachers, including PAI teachers, need to train a number of skills to carry out e-learning activities, which are the development of 4 main teacher skills, namely:

First, the competence of Literacy and Science and Technology Mastery. The foundation of science and technology is the world's rapid progress in the field of information and technology over the past two decades, which has influenced human civilization far beyond human thought before. Science and technology skills are needed to support school policies that implement online and offline learning to carry out teaching and learning activities. Mastery of science and technology teachers will affect the smooth teaching and learning process through online and offline systems. To address the lack of student skills in using online and offline learning materials, schools and teachers should explore digital technologies for use in learning during the pandemic, including, integrating or incorporating educational policies and practices in schools. (Vivi Lutfiana, et al, 2020:175). In addition, it is mandatory to conduct socialization and simulation of the application of this learning model to students and parents so that they are ready to carry out their respective roles. Based on this, teachers are projected to On this basis, teachers should consider the following: strengthening the important role of teachers, increasing knowledge about online and offline learning, and creating blended learning patterns.

Second, the competence of Class Management Skills. Class management skills are indispensable in carrying out online and offline learning. Previously, teachers could manage lessons freely and directly (physically) supervise students. However, nowadays when switching to online and offline learning, teachers have to deal with some things that were previously possible but are now difficult to do because they are not face-to-face. (Vivi Lutfiana, et al, 2020:175).

Third, the use of internet resources and applied online learning can basically help students do homework, find inspiration from existing reading sources, and study time without being limited by space and time. The existence of the internet must be seen as a means to help students learn in this modern era.

Fourth, communication and social competence. Communication plays a very important role in the success of a teacher. Successful teachers are able to communicate effectively. Most of the time, teachers communicate with teachers, friends and parents. Communication with students will be different from communication with other teachers and parents. Effective communication in learning has an impact on the success of achieving goals. Communication is said to be effective if there is a two-way flow of information between the communicator and the communicand and the information is treated equally in accordance with the expectations of the two communicators. Teachers are required to communicate more with students in online and offline learning. This is because the teacher cannot directly observe student learning by doing the existing tasks. Teachers should use their communication skills to guide and support learning. (Vivi Lutfiana, et al, 2020:175). In addition, teachers must be involved in guiding the learning process. Here, the role of parents is central in online and offline learning and as instructional collaborators in student education at home.

Conclusion

The professionalism of Islamic Religious Education (PAI) subject teachers during the COVID-19 pandemic at Baitul A'la Islamic Elementary School Lubuklinggau was quite professional. This can be seen from several indicators, including; teachers are committed to students and their learning process, teachers master the subject matter well, teachers monitor student learning outcomes that have been carried out, teachers are able to think systematically, and teachers are part of the learning community in their professional environment. All of this has been implemented and implemented at Baitul A'la Islamic Elementary School Lubuklinggau during online learning. Teaching and learning activities are still effective even though there are still obstacles in the learning carried out due to several technical and non-technical factors.

Factors that affect the professionalism of Islamic Religious Education teachers during the COVID-19 pandemic at Baitul A'la Islamic Elementary School Lubuklinggau include the existence of online learning policies that need to be carried out by schools because of the Covid-19 outbreak, so it needs to be balanced with the role of teachers. more in-depth by involving students and guardians of students. With the holding of online learning, there are many factors that influence it, such as limited internet access for both teachers and students, lack of interaction between students and teachers, and the lack of parental supervision of children when studying from home due to busy parents at the same time.

The performance of educators/teachers is required to be professional. Teachers will look professional when they produce optimal performance, including students who get learning and are able to complete the learning process well, namely passing / achieving KKM. However, it becomes a problem when teachers/educators have inappropriate competencies or even no competencies.

It is necessary to empower teachers by developing key competencies in dealing with online learning today. The main competencies include literacy and science and technology mastery competence, class management skills competence and communication and social competence. With the development of these competencies, it is expected to minimize the problems that exist in online learning during this pandemic, so that the learning process is better.

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