

## Professionalism And Challenges Of Pai Teacher At Smp Satu Atap Negeri 18 Sigi

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### ARTICLE INFO

### ABSTRACT

Volume: 1  
ISSN:

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### KEYWORDS

Professionalism is a term that refers to a mental attitude in the form of a commitment from the members of a profession to always realize and improve their professional quality. This study aims to determine the forms or elements of professional development and the challenges faced by PAI teachers at SMP Satap Negeri 18 Sigi. This research uses the method of qualitative research with a descriptive approach. The research location took place at SMP Satu Atap (Satap) Negeri 18 Sigi. Data collection techniques used were observation and interviews. Data analysis techniques included data collection, interpretation and reporting of results. The results of the study show that the professionalism of PAI teachers at SMP Satap Negeri 18 Sigi is reflected in ongoing professional development efforts, namely self-development consisting of functional activities and teacher collective activities. The functional activities of PAI teachers include participating in curriculum training and workshops and writing fictional language styles, while collective activities include being actively involved in MGMP PAI activities by discussing various issues while providing solutive improvements. The second is innovation development activities that focus on developing students' artistic and social competencies to respect each other. The challenges faced by PAI teachers are related to efforts to increase teacher work productivity and challenges in conducting published comprehensive research.

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### 1. Introduction

A teacher is one of the main components of the educational process. Increasing and developing the quality of teachers will certainly improve the quality of education. The improvement referred to is in various aspects, both the welfare and professionalism of teachers. This is according to Sagala (2011), as stated in Law No. 14 of 2005 Article 1 paragraph (1), which states that teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students on the formal education, primary education, and secondary education.

Teacher competence is related to professionalism means teachers who are competent are capable of carrying out their professional duties. Professionalism refers to a commitment to improving abilities and continuously developing strategies that support their duties. Therefore teacher professional competence can be interpreted as the ability and authority of teachers to carry out the teaching profession with high abilities (HB Uno, 2011).

Professional teachers have special abilities and expertise in the field of study and teacher training so that they can carry out their duties and functions effectively and optimally. In carrying out their duties, the teacher not only carries out the function

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of providing knowledge (transfer of knowledge) but also instills values and builds the character of students in a sustainable manner.

Teachers are responsible for the education of students, both individually and classically, both at school and outside school (Sagala, 2011). Teachers are formal educators in schools whose job is to teach their students to acquire various knowledge, skills, values, and perfect attitude of maturity or personality.

Professional teacher competence, according to Soediarto in Uno (2016), requires teachers to be able to analyze, diagnose and predict educational situations. Teachers who have professional competence need to master, among others: (1) scientific disciplines as a source of teaching materials, (2) teaching materials taught, (3) knowledge of student characteristics, (d) knowledge of philosophy and educational goals, knowledge and mastery of teaching methods and models, (f) mastery of learning principles, (g) knowledge of assessment, and being able to plan, lead, for the smooth running of the educational process.

Mastery of these competencies is certainly not easy and requires continuous development efforts. This shows that teacher professionalism is an achievement that is obtained in stages and in a process. Efforts to increase teacher professionalism will only be materialized with the motivation and self-awareness of the teacher himself in carrying out his roles and duties. Islamic Religious Education teachers, in general, are tasked with growing and increasing faith through the provision and cultivation of knowledge, appreciation, practice and experience of students about Islam so that they become Muslim human beings who continue to develop in terms of faith, and piety to Allah SWT. As well as having noble character in personal, social, national and state life, and to be able to continue at a higher level of education. (Gunawan, 2013).

SMP Satu Atap Negeri 18 Sigi is one of the schools located in Sigi Regency, Ongulero village, West Marawola, Central Sulawesi. The Islamic Religious Education Teacher at SMP Satap Negeri 18 Sigi is gradually increasing his professionalism as a learning agent who acts as a facilitator, motivator, driver and inspirational agent. In carrying out this role, there are various challenges and problems faced along with the changes and demands that arise towards the world of education today. The demand that teachers need to have good performance must be supported by qualified competence, and that is why efforts need to be made to develop sustainable professionalism. Through this research, the authors explore the forms or elements of professionalism and the challenges faced by PAI teachers at SMP Satu Atap Negeri 18 Sigi.

## **2. Literature Review**

### **2.1 Definition of Teacher Professionalism**

According to Kusnandar, as quoted by Priansa (2017), professionalism is a condition, direction, values, goals, and quality of expertise and authority related to one's livelihood. Surya (2007) states that professionalism is a term that refers to a mental attitude in the form of the commitment of members of a profession to always realize and improve their professional quality. Tilaar in Amin (2019) explains that professionalism is not just knowledge of technology and management but emphasizes more on attitude. In line with that, Muhabbin Syah in Amin (2019) emphasizes that professionalism is a special quality and behavior that characterizes a person.

Djojonegoro in Sagala (2011) states that professionalism in a job is determined by three important factors: (1) having special skills obtained from a skills or specialization education program; (2) have the ability to improve abilities (special skills and expertise); (3) obtain adequate income in return for the expertise. Therefore, it requires (1) skills based on basic scientific concepts and theories; (2) expertise in certain fields according to their profession; (3) an adequate level of education (4) there is damage to the social impact of the work carried out; (5) development in line with the dynamics of life; (6) code of ethics as a reference in carrying out its duties and functions; (7) clients/service objects that fixed such as doctors and their patients, and teachers and their students; and (8) recognition by the community because their services are needed in society.

In its development, according to Amin (2019), professional teachers are not just tools for transmitting culture but transforming it into a dynamic direction, having high productivity and quality that can compete and can lead students to increase their creativity. Professional teachers also actively carry out research on educational issues.

From the explanations, it can be inferred that professionalism is a manifestation of real action, the existence of teacher performance as a resource, and work results carried out as a continuous process. Kompri (2014) emphasized that teacher performance is a communication process that is carried out based on partnerships, either between the principal and the

teacher or between the teacher and students in the learning process. This is what is meant by teacher performance as part of professionalism related to teacher competence (Suprihatiningrum, 2013).

## 2.2 Teacher Professional Development

Teacher professionalism is inseparable from the competencies development, which is interconnected, namely pedagogical, professional, personal and social competencies. Professional teachers, proven by their competence, will encourage the realization of performance processes and products that can support improving the quality of education (Priansa, 2011). From this understanding, to form teacher professionalism based on competence, continuous professional development is required.

According to the regulation of the Minister of State Apparatus Empowerment and Bureaucratic Reform, Number 19 of 2009 (Priansa, 2018), elements of continuous professional development activities consist of three components: first, Self-development, namely efforts to improve self-professionalism so that they have competencies in accordance with laws and regulations or national education policies and the development of knowledge, technology, and/or art. Self-development activities can be carried out through functional training and/or teacher collective activities that enhance teacher competency and/or professionalism. Functional training is the teacher's activity by participating in education or training that aims to improve the professionalism of the teacher concerned. The teacher's collective activity is participating in scientific meetings or joint activities both at and outside of school, for example, KKG/MGMP/MGBK.

Second, scientific publications are papers published to the public as a form of teacher contribution to improving the quality of the learning process in schools and the development of education in general. Scientific publications include 3 (three) groups, namely: (1) presentations in scientific forums; (2) scientific publications in the form of research results or scientific ideas in the field of formal education; and (3) Publication of textbooks, enrichment books and/or teacher guides. Teacher participation (Saud, 2010) at scientific conferences will make a valuable contribution in building teacher professionalism.

Third, innovative works are works that are developmental, modified or new inventions as a form of teacher contribution to improving the quality of the learning process in schools and the development of the world of education, science/technology and art.

## 2.3 Challenges of Islamic Religious Education Teachers

In carrying out the role and duties of a teacher, there are many challenges faced by the teacher. This is due to the demands and fast changes, including the flow of globalization, which is an era without boundaries. The presence of globalization has brought changes in various sectors to increase teacher professionalism. According to Kurniawan, as quoted by Mufida (2019), it is a big challenge for the world of education, which requires teachers to (1) increase the added value, namely increasing work productivity. (2) the challenge to carry out comprehensive research on the era of reform and transformation of the structure of society from a traditional agrarian society. Challenges must be met by increasing professionalism so that the education and learning process continues to run effectively.

## 3. Methodology

This study uses a qualitative research method with a descriptive approach, which describes and interprets the condition of the students as the subject. Qualitative research is carried out by collecting data in a natural, systematic and directed manner regarding a problem in a certain aspect or field of life in the object (Moleong, 1993). The subject of this study was Islamic Religious Education teachers at SMP Negeri 18 Sigi. The data collection technique used was direct interviews with research informants related to the development of professionalism and challenges of PAI teachers in schools. The data analysis technique used was qualitative analysis involving data collection, interpretation and reporting of results simultaneously.

#### **4. Results and Discussion**

Based on research findings regarding the professionalism and challenges of PAI teachers at SMP Satap Negeri 18 Sigi, several things were identified through the results of interviews with PAI teachers, including those related to professionalism development activities and challenges faced by PAI teachers, including:

First, self-development activities. Self-development activities are carried out through two things, namely functional activities and teacher collective activities. The results of interviews with Waginom, a PAI Teacher, explained that the functional activities carried out were to improve personal competence by participating in training. The training included a curriculum workshop involving Junior High School Islamic Education teachers in Sigi Regency, to provide understanding to the teachers regarding the implementation and goals for the independent learning curriculum. Other workshops attended were training in writing classroom action research reports and writing fiction by focusing on language style, which will help teachers carry out publications according to their main duties as a teacher.

In addition to the training, which is a functional teacher activity, the next activity that the PAI teachers at SMP Negeri 18 Sigi actively participated in is the involvement in MGMP PAI. In the collective activity forum, PAI teachers as subject tutors are responsible for managing the subjects defined in the curriculum to be transferred to students in class optimally. Based on the results of interviews with PAI teachers at SMP Negeri 18 Sigi, the activity is discussing exam questions, the suitability of lesson plans for students' needs, ensuring the policy changes are conveyed to teachers and discussing various problems of PAI teachers and jointly finding solutions to each problem. With the MGMP, it is hoped that it will increase the professionalism of PAI teachers in carrying out quality learning.

The research findings show that the competencies obtained from functional and collective activities greatly influence learning interactions. Thus, the development of teacher competencies can increase the positive performance of teachers. PAI teachers are more flexible in determining the use of methods that suit the needs of students, so learning becomes more communicative, interactive, fun and effective.

In addition to self-development activities, the target of developing professionalism, according to the findings through interviews with PAI teachers at SMP Satu Atap Negeri 18 Sigi, is innovation development activities. In this case, innovation is PAI teachers' creativity in managing a pluralistic class by teaching religious moderation values to Christian and Muslim students in a fun way. Innovation in the arts, such as forming music groups and at certain celebrations, fills the event with the theme of mutual respect for one another.

The challenges of PAI teachers found in this study are closely related to efforts to increase added value in increasing work productivity and challenges to carry out comprehensive research. SMP Satu Atap Negeri 18 Sigi is a school located in a hilly area where access to its location is quite a challenge, especially during the rainy season. On the other hand, teachers have demands to increase work productivity, including discipline and timeliness of learning. The location in the peak area, where the majority of the community is agrarian with gardening livelihoods, also influences the learning process. During the harvest season, some students around the school choose to help their parents work. This is a challenge for the PAI teacher to ensure that students remain and must get their rights to be educated. Therefore, PAI teachers build kinship with the parents of students.

The other challenge for PAI teachers to increase work productivity is to make and ensure that the learning process runs pleasantly. Of the total students, six took part in PAI learning, consisting of one grade eight and five grade nine. This condition is quite a challenge for PAI teachers to get the students to stay focused and not get bored easily. In this case, the capacity of PAI teachers obtained from the functional development and collective activities helps PAI teachers find and channel creative ideas to students. The existing challenges are, at the same time, opportunities to build classes more intensively with the number of students available. According to the PAI teacher, the learning process can be combined given the smaller number. However, the material will remain focused on the topic of discussion for each class. This condition also opens opportunities for students to reinforce material mutually.

The challenge for PAI teachers at SMP Satu Atap Negeri 18 Sigi is also related to comprehensive research. The professional development provided is still limited to self-development and innovation development. Scientific publication activities, as an indicator of teacher professionalism development, have yet to be implemented optimally. This is due to various factors. Professional organizations also need to pay attention to teachers to provide activities that support the development of teacher professionalism. The training provided does not provide opportunities for teachers to develop competencies whose

output is scientific publications. Therefore, it is necessary to increase the competency of carrying out comprehensive research, specifically for PAI teachers, to the point of facilitating PAI teachers to be directly involved in scientific forums.

## 5. Conclusion

From the results of the discussion, it can be concluded that the professionalism of PAI teachers is very important in the progress of education and learning. The professionalism of PAI teachers is the result of real action and performance in carrying out their roles and duties. The professionalism of the PAI teacher at SMP Satu Atap Negeri 18 Sigi is reflected in efforts to develop ongoing professionalism: First, self-development activities consisting of functional activities and teacher collective activities. The functional activities of PAI teachers include participating in curriculum training and workshops and writing fictional language styles, while collective activities include being actively involved in MGMP PAI activities which discuss various problems and solutions faced by teachers. The second is innovation development activities that focus on developing students' artistic and social competence to respect each other. The challenges faced by PAI teachers are related to efforts to increase added value in increasing teacher work productivity and challenges in conducting comprehensive research. These include challenges to access locations, the number of students, the use of learning resources and maximizing the learning process, and related to inadequate scientific publications.

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