

The Performance of Certified Islamic Education Teachers (IET) in Bekasi City

Yayat Suharyat^a, Ali Nurdin^b, ^aIslamic University "45" (UNISMA) Bekasi, Indonesia, ^bUniversitas Islam Negeri Syarif Hidayatullah Jakarta, Indonesia, Email: yayat_suharyat@unismabekasi.ac.id, ali.nurdin@uinjkt.ac.id

Each profession must have essential values in order to meet professional goals and demands. This study aims to map the professional potential of Islamic Education Teachers (IET) according to the standards of learning processes. As a result, this mapping can be useful for school organizers to make improvements when there are difficulties in implementing such a standard. The purpose of this study is to identify: (1) The steps taken by IET in formulating their lesson plans, (2) The techniques performed by IET in preparing and enriching their teaching materials, (3) The learning strategies applied by IET, and (4) The evaluation methods used by IET during and after the learning process. This research uses a qualitative approach. The data was collected through document analyses, observations, and interviews with teachers and principals from several high schools in Bekasi City, West Java. The data was analysed using the model of data analysis suggested by Milles and Huberman. The results of the research show the following issues. Firstly, the majority of IET who have already been certified to teach in Secondary Schools in Bekasi City have made their lesson plans for both inside and outside the classroom. However, the quality of their lesson plans cannot be accounted for academically. Secondly, overall, the techniques performed by the IET in preparing and enriching their teaching materials still requires special attention. This is due to the lack of habit and discipline in developing their teaching materials. Thirdly, there has been a change in the learning strategies applied by the IET. Previously, their teaching did not actively involve many students. In the new way, however, their teaching directly involves more students. Finally, the evaluation methods used by the IET during and after the learning process are still not maximized. This is due to the fact that there are so many forms of assessment which have to be filled out by the IET in assessing their students.

Key words: *Teacher Performance, Professionalism, Certification.*

Introduction

Teachers are crucial instruments in the process of educating, teaching, and coaching. They are resourceful individuals who are able to guide students through the education process by means of knowledge transferring, attitude modeling, and healthy emotion growing. All such activities are in the hands of teachers. Therefore, the role of teachers in the education system cannot be replaced under any circumstances. Teachers who are in charge in the education environment are like great designers of the future life of their students. The scope of this study covers at least 3 (three) major areas of education; ways of thinking, ways of acting, and ways of ethics (character and moral). Students are required not only to be smart, they are also required to be creative, skilled, proficient, diligent, honest, and trustworthy as well as religious.

The role of IET is even more. They not only teach religious knowledge, but also serve as bearers of moral teachings. This is the main role so that students can acquire supplies of knowledge, such as moral behaviour and the ability to turn each behaviour into daily habits. However, it is not easy to be in such a profession because of the many dimensions which affect teacher performance.

Since performance is related to effectiveness and efficiency, the term 'performance' has long been used in the fields of industry and economy. Performance, in general, can be defined as one's ability to work in a particular field. Nevertheless, the use of the term has broadened into various fields, including education. The term 'teacher performance' in particular tends to fall on the teachers' competence and ability to implement and complete their work or their major tasks and functions in undertaking teaching activities.

Kusmianto (1997: 49) mentions that teacher performance lies in the scope of activities as tutors, mentors, and trainers in learning activities. According to Kusmianto, teacher performance covers the work standards consisting of; (1) working with students individually, (2) planning and preparing lessons, (3) utilizing media for learning, (4) involving students in various learning experiences, (5) demonstrating leadership actively. Mulyasa (2011: 227) suggests that there are ten indicators to say that a teacher has a good performance. These ten aspects include; (1) drive to work, (2) responsibility for the task, (3) interest in the task, (4) appreciation of the task, (5) opportunity to develop, (6) attention from the principal, (7) interpersonal relationship with co-workers (8) Teachers' Consultative Subjects and Teacher Working Group Activities, (9) guided discussion groups, and (10) library services.



Teachers with good performance will become professional teachers. Professional teachers are authorized individuals who take responsibility of their students both individually and as a class. As an educator, a teacher must have a standard of competence, so that they possess both authorities and abilities to undertake their duties. Teacher competence is a set of skills which must be possessed by teachers. This comprises of knowledge, expertise, attitude, and responsibility in order to instill values in their students and help them carry out their duties as educators.

To measure the professionalism of a teacher, a clear and definite standard must be examined. The Indonesian Ministry of Education and Culture has provided references and guidance on this matter. A competition on teacher competence is often held in order to select the best teacher model. Some indicators which can be used as a professional competency measurement for teachers. Rafli and Soetjipto (2006: 6) define professional competency in relation to four aspects: (1) ability to formulate lesson plans; (2) ability to prepare teaching materials and enrich instructional materials; (3) skills to apply learning strategies, methods, and techniques; (4) and skills to conduct learning evaluation methods.

A teacher is supposed to receive recognition for their professionalism. As a mandate to fulfil such professionalism, a teacher can join the certification program administered by the Indonesian government. This certification program is regulated under the Law Number 14 of 2005 on Teachers and Lecturers. It is the process of providing teaching certificates for teachers and lecturers. The certification program is the endeavour of the government and the educational community to give recognition to an individual who has the competence to carry out educational services in an educational institution. A certification board, usually a higher education institution, is appointed by the government to carry out the process of certification. Certification can be defined as a competency test designed in such a way that it can measure the mastery of one's competence as the foundation for receiving a teaching certificate. A teaching certificate is a formal proof given to teachers and lecturers as recognition of their professionalism.

Teacher certification is the fulfillment of the need to improve professional competence. The certification process is seen as a crucial part for obtaining a competency certificate in accordance with established standards. The compliance of such standards set forth in the certification system is represented by the provision of teaching certificate.

However, expectations do not always align with reality. Often a teacher does not unleash their true potential to the maximum when teaching. It seems that they simply teach regardless of non-accommodating conditions. They lack creativity and technique that can attract learners to be ready to learn, to accept value, and to obtain skills. Thus, it is very important to conduct a study on the "Performance of Certified Islamic Education Teachers (IET) in Bekasi City"

Research Methodology

This research uses qualitative approach. The data were collected through document analyses, observations, and interviews with teachers and principals from a number of high Schools in Bekasi City, West Java. The data were analysed using the model of data analysis suggested by Milles and Huberman.

Discussion and Analysis

The data shows the teaching habits and methods of certified IET in Bekasi City in addressing and implementing their learning strategies to their students both inside and outside the classroom. Particularly, in terms of the steps taken by the IET in formulating their lesson plans, a number of facts that are very important to disclose can be found. They are as follows:

- 1) The steps taken in formulating their lesson plans include their ability to identify students' needs for learning, to set up competency standards, to establish basic competency, to formulate the indicators of competency goals, to determine learning objectives and teaching materials, and to set time allocation as well as to select learning methods. Each teaching is preceded by the making of a lesson plan which corresponds to the annual and semester program. The lesson plan is designed according to the syllabus, the on-going academic calendar, the time tables, and the learning facilities. In addition, the learning objectives are formulated in order to be in line with the learning process. Complete learning facilities and media as well as the evaluation for future development are also considered.
- 2) Another approach in the formulation of lesson plan includes: the setting of specific learning objectives, learning experiences, and learning activities; the decision to determine who will be involved in the learning activities; the selection of tools and materials used during the learning activities; the availability of facilities for the learning activities; and the arrangement of evaluation and assessment of the learning activities.
- 3) The steps taken for planning a learning activity can be started by creating a syllabus, setting up learning objectives, making a lesson plan, choosing an instructional model, determining evaluation and assessment methods, deciding the day, date, and time for learning, as well as selecting teaching materials.

As a teacher, being able to prepare and enrich teaching materials is an important competency in order to grow confidence in teaching. As a result, students will receive high quality learning, which leads to the rise of motivation and satisfaction in the students during and after the learning activities. Several techniques performed by the IET in preparing their teaching materials include dividing learning activities in stages, making curriculum development,



determining learning resources, and developing teaching materials. The techniques performed by the IET in preparing and enriching their teaching materials are as follows: developing teaching materials stage one by way of curriculum analysis which comprises basic competency standards, achievability indicators, learning outcomes, teaching materials, and learning experiences. Based on this curriculum analysis, we can figure out the number of teaching materials which has to be prepared for a semester and also can identify the type of teaching materials which is relevant and suitable for use. As for the teaching materials preparation technique stage 2, it is carried out by analysing three learning domains. These include: curriculum analysis, learning resources, and teaching materials. Another set of techniques commonly performed by the IET in preparing their teaching materials include: checking out the syllabus, determining the learning objectives, and making a summary of what will be taught according to basic competency.

Every teacher has a unique style and technique in teaching, which depends on their innate character. With regard to the techniques performed by the IET in enriching their teaching materials, which often becomes the subject of seminars for teachers, they include creating modules, students' activity books, and dictates as well as joining seminars suitable for the needs of personal development. The teachers mention that it is important for them to browse on the internet from time to time besides attending seminars related to the subjects that they teach in school. They must also be able to memorize verses of the Koran. *One day, one verse* is a technique which is used to equip teachers with knowledge of the Holy Book. Most importantly, they must be able to memorize all the verses contained in Chapter 30 of the Koran. Other techniques performed by the IET to enrich their teaching materials include writing books, especially the Islamic dictionary, collecting books of Islamic studies for referencing, reading encyclopedias, selecting magazines suitable for their students' learning, and compiling videos, drawings, and sketches for their learning materials.

In order to achieve effectiveness in learning, strategies applied by teachers must be designed properly. As for the IET in Bekasi City, they exploit more use of expository strategies which emphasize verbal material delivery to a group of students. The form of learning activities can be done both classically and individually. The speed of success of the students in learning is highly influenced by the individual skills of each student. Therefore, one of the strategies is through the use of modules and audio-visual tapes.

The learning strategies applied by the IET are divided into the following activities: Introduction, Presentation, and Conclusion. Meanwhile, the techniques which are often applied are Expository, Inquiry and Co-operative Techniques. In order to facilitate an ideal learning activity, the teachers need to do apperception (serving as ice breaking) and a thirty-minute material delivery. In relation to the cultivation of morality, within that period, stories and motivations related to Islamic teachings are inserted for the purpose of good character building.

In carrying out the process of learning, one of the strategies applied by the IET is conducting an Initial Activity. This is a meeting aimed at generating motivation in the students and attracting their attention in order to be actively involved in the learning process. Secondly, a core activity is then executed to achieve basic competency. During this period, learning activities are done in an interactive, communicative, inspirational, fun, and interesting way. Finally, a closing activity is held. This can be done in the form of making summaries or concluding remarks, as well as giving feedbacks or follow-ups.

There are also some of the IET who apply inquiry strategies which emphasize critical thinking and analytical skills. Here, the students are encouraged to find the solution to a problem by themselves. In addition, the application of cooperative learning strategy is another method of learning which provides opportunities for learners to get involved in mutual cooperation with other students for the purpose of learning. In other words, what is pointed out here is the students' competency for learning together.

Technically, the IET's are accustomed to using methods for evaluation during and after the process of learning. In the evaluation during the process of learning, students are given the opportunity to conduct a preliminary observation before being given an assignment. The methods used in the evaluation include group discussion and question and answer session for the sake of variety and to create good atmosphere for learning. The methods comprise of asking about the previous week's materials, discussing the questions that have been given, providing materials enrichment or additional materials for students who have already mastered the teaching materials by grouping them into an accelerated-learning program. During the learning process, the methods used for evaluation consist of question and answer session, discussion, and simulation. The evaluation methods used after the learning process consist of simulation and recitation. An exercise method is aimed at enabling students to demonstrate the skills which they have learned. Another way of evaluation after the learning process is to give students multiple choice questions.

Conclusion

Based on the results of the analysis, it can be concluded that:

- 1) In Bekasi City, most Islamic Education Teachers (IET) who have been certified to teach in secondary schools have made their lesson plans for the purpose of learning both inside and outside the classroom. However, the quality of the lesson plans cannot yet be accounted for academically. This depends highly on the active involvement of the schools in providing trainings, seminars, and workshops for the IET as well as encouraging them to join those programs in order to enhance their pedagogic skills and competence.



- 2) Overall, the techniques performed by the IET in preparing and enriching their teaching materials still require special attention. This is due to the lack of habit and discipline in the IET in developing their teaching materials. Meanwhile, it is very important for IET to enrich their teaching materials with up-to-date information so that the students can turn to them for new knowledge. Most of the IET rely only on the teaching materials taken from available textbooks, while it is likely that most of their students have already read and understood the content as well.
- 3) Regarding the learning strategies applied by the IET, a change has been made in terms of interactivity. At first, their teaching did not actively involve many students. Eventually, their teaching directly involves more students. Nevertheless, there are some of IET's who are not responsive to the implementation of 2013 Curriculum regardless of the spirit of change associated with the curriculum.
- 4) The evaluation methods used by the IET during and after the process of learning are still not maximized. This is due to the fact that there are numerous forms of assessment which have to be filled out by the IET in assessing their students. The evaluation system in the 2013 Curriculum has to be improved in terms of simplicity, so that the IET teachers will become more motivated since it is much easier for them to assess their students.



REFERENCES

- Al-Ghazali. Controversy Terj. Abdulfatah Haron Ibrahim, Jakarta: Gema Insani Press, 2008.
- Athiyah al –Abrasyi, M. *Pengantar Pendidikan Islam*. Jakarta: Bulan Bintang, 1970
- Al Batawi, Saadiah & Nandang Najmulmunir. *Terrible Umrah and Hajj Mabruur*. Jakarta: Saluni, 2013.
- Abdillah, Masykuri. *Profile GPAl: Improvement of GPAl's Professionalism towards Student Based Learning*, Jakarta: Rajawali Press, 2010.
- Bahri, Djamarah, Syaiful dan Zain, Aswan Teaching and Learning Strategies. Jakarta: Rineka Cipta, 2006
- Dewi, Afifah Nur. Konsep Kurikulum 2013 PAI and Budi Pekerti, Rationalization of Elements of Change Analysis SKL - KI - KD. National Instructor Team Implementation of Curriculum 2013, Islamic Religious Education & Characteristics Directorate of Islamic Education, Ministry of Religion of the Republic of Indonesia
- Dharma, Surya. *Work management*. Yogyakarta: Student Library, 2010
- Husain, M. *Application of Teaching Skills of Islamic Religious Education Teachers in Improving Student Learning Achievement in State Junior High Schools in Tubbi Taramanu District Polewali Mandar District (Thesis)*, 2014
- Khairul Azwar, Yusrizal, Murniati.(Volume 3, No. 2, Mei 2015 138). *The Effect of Certification and Teacher Performance on Improving Student Learning Outcomes in SMP Negeri 2 Banda Aceh*. Downloaded November 6, 2017 from the Journal of Educational Administration of the Postgraduate Program at Syiah Kuala University pp. 138 - 147 ISSN 2302-0156
- Kusmianto. Guide of Teacher Performance Assessment by Supervisors. Jakarta: Ministry of Education and Culture, 1997.
- Kartowagiran, Badrun. Professional Teacher Performance (Post-Certification Teacher): Journal of Education: Research and Innovation in UNY Learning, 2014
- Mulyasa, E. Teacher Competency and Certification Standards. Bandung: PT Remaja Rosdakarya, 2008.
- Mulyasa, E. *Becoming a Professional Teacher: Creating Creative and Enjoyable Learning*. Bandung: Rosda, 2011



- Muhaimin. Development of PAI Curriculum in Schools, Madrasas, and Universities. Jakarta: Rajagrafindo Persada, 2005.
- Marjaan, Sella. *Desain Pembelajaran PAI*. 2011. <http://sellamarjaan.blogspot.co.id/2011/12/desain-pembelajaran-pai.html>
- Miles dan Huberman, *Qualitative Approach in Research*. Jakarta: Grasindo, 2008.
- Oemar Hamalik. *Effectiveness of Learning*. Jakarta: Rineka Cipta, 2012
- Purwanto. *Evaluation of Learning Outcomes*. Yogyakarta: Student Library, 2009
- Rohyati, Khomsatun (Kompasiana): Teacher and Curriculum 2013, https://www.kompasiana.com/khomsa/guru-dan-kurikulum-2013_54f911bda33311a13d8b4b81
- Rahmat. Model-model learning on Implementation K 13 (<http://gurupembaharu.com/model-model-pembelajaran-pelaksanaan-k13>), 2016
- Rogers, C.R. & Freiberg H.J. *Freedom to Learn for the 80's*. California: Charles E. Meril Publishing Company, 1982
- S. Nasution. *Various Approaches in the Learning and Teaching Process*. Jakarta: Earth Literacy, 2011
- Soetjipto, Rafli Kosasih. Professional Educators. Jakarta: Rineka Cipta, 2006
- Surya Wardhana, Dendy. (Volume 01, Nomor 01, Januari 2013). *Achievement Motivation with the Performance of Certified Teachers*. Downloaded on November 9th 2017 dari Jurnal Ilmiah Psikologi Terapan (JIPT), Motivasi Berprestasi dengan Kinerja Guru Yang Sudah Disertifikasi. Diunduh tanggal 9 November
- Suryobroto. *Teaching and Learning Process in Schools*. Jakarta: Rineka Cipta, 2002
- Slameto. *Education Evaluation*. Jakarta: Bina Aksara, 1988
- Surakhmad, Winarno in Djamarah and Zain. Quality Learning Development Model. Jakarta: Gramedia Widiasarana, 2002
- Tim Teknis TOT Kurtilas. Refresh Kurtilas Study Materials. Hotel Horison Bandung, September 2014
- Usman, Moh Uzer and Lilis Setiawati. Efforts to Optimize Teaching and Learning Activities. Bandung: Teen Rosdakarya, 2001.



International Journal of Innovation, Creativity and Change. www.ijicc.net
Volume 9, Issue 1, 2019

Widaryanti, Erma: The Purpose and Benefits of Preparing Teaching Materials.
<http://ermawidaryanti.blogspot.co.id/2013/04/tujuan-dan-manfaat-penyusunan-bahan-ajar.html>