

MODERNIZATION OF PROFESSIONAL DEVELOPMENT OF ISLAMIC EDUCATION TEACHERS IN INDONESIA

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ABSTRAK

Guru Pendidikan Agama Islam saat menjalankan profesinya dibutuhkan sikap profesional, bertanggungjawab dan memiliki kompetensi yang mumpuni sebagaimana diamanahkan dalam Undang-Undang Guru dan Dosen dalam rangka mencapai tujuan pendidikan Nasional yakni terlahirnya manusia Indonesia yang cerdas, kompetitif dan berdaya saing di segala lini kehidupan. Melalui pendidikan, pelatihan, dan pengembangan profesionalismenya, merupakan proses yang harus ditempuh oleh para guru ketika menjalani tugas-tugasnya sebagai pendidik yang profesional. Penelitian ini menggunakan pendekatan kualitatif dengan metode deskriptif analitis, dimana langkah kerjanya dengan cara mengumpulkan dari sumber bahan-bahan bacaan yang ada, kemudian membuat kerangka tulisan sebagaimana diinginkan dalam metode tersebut. Dari hasil penelitian menunjukkan bahwa pengembangan profesionalisme guru pendidikan agama Islam ditentukan oleh tiga faktor yang cukup penting, yaitu terkait kompetensi guru, sertifikasi guru, dan tunjangan profesi guru. Karena itu profesionalisme guru merupakan suatu kondisi di mana pekerjaan atau kegiatan yang dilakukan oleh seseorang guru itu menjadi sumber penghasilan kehidupan yang memerlukan keahlian, kemahiran, atau kecakapan yang memenuhi standar mutu atau norma tertentu serta memerlukan pendidikan profesi untuk mengasah sekaligus meningkatkan kompetensinya.

Kata Kunci: *Modernisasi, Profesionalisme, Guru Pendidikan Agama Islam*

ABSTRACT

When carrying out their profession, teachers of Islamic Religious Education require a professional, responsible and competent attitude as mandated in

the Teacher and Lecturer Law to achieve National education goals, namely the birth of intelligent, competitive, and competitive Indonesians in all walks of life. Teachers must be taken by teachers through education, training, and professional development when carrying out their professional educators' duties. This study uses a qualitative approach with descriptive-analytical methods, where the steps of the work are collecting from existing reading material sources, then making a writing framework as desired in the method. The research results indicate that Islamic education teachers' professional development is determined by three essential factors: teacher competence, teacher certification, and teacher professional allowances. Therefore, teacher professionalism is a condition in which the work or activity carried out by a teacher becomes a source of living income that requires expertise, proficiency, or skills that meet specific quality standards or norms and require professional education to hone and improve their competence.

Keywords: Modernization, Professionalism, Islamic Education Teachers

INTRODUCTION

Since 2005, the issue of teacher professionalism has been intensively discussed in Indonesia. Teacher professionalism is often associated with three critical factors: teacher competence, teacher certification, and teacher professional allowances. These three factors constitute the background that is allegedly closely related to the quality of education. Professional teachers proven by their competencies will encourage the realization of process and performance products that can support the improvement of the quality of education. Competent teachers can be proven by obtaining teacher certification along with adequate professional allowances according to Indonesian standards. Many teachers have currently been certified, certified, have received the professional allowance, and will receive the professional allowance. The fact that teachers are certified is the basis for a strong assumption that teachers have competency.

The problem that arises later is that teachers who are assumed to have competencies based only on the assumption that they have been certified may seem difficult to be accounted for academically in the long run. Evidence of teachers being certified is the current condition, which is

the quality of teacher resources immediately after certification. Because certification is closely related to the learning process, certification cannot be assumed to reflect superior competencies throughout life. Post-certification should be the first milestone for teachers always to improve their competence by way of lifelong learning. To facilitate the improvement of teacher competence, teacher competency development management is needed. This needs to be considered by various interested parties,

Learning achievement is the result of learning that is achieved after going through the process of teaching and learning activities. Learning achievement can be shown through the value given by a teacher from the number of subjects that have been studied by students. Every learning activity, of course, always hopes that it will produce maximum learning.

In the process of achieving it, learning achievement is greatly influenced by various factors. One of the main factors that significantly influence the success of learning is the presence of a teacher. Given that teachers' existence in teaching and learning activities is very influential, then the quality of teachers should be considered. As stated above, to improve the quality of education, the central aspect that is determined is teachers' quality. For this reason, the initial effort made in improving the quality of education is the quality of teachers. Teacher education qualifications are under the minimum prerequisites determined by the requirements of a professional teacher.

The professional teachers in question are qualified, competent teachers and teachers who are desired to bring about learning achievement and be able to influence the teaching and learning process of students, which will result in good student learning achievement. The following study will discuss how the modernization of Islamic education teachers' professional development in Indonesia.

RESEARCH METHOD

The method used in this research is the descriptive method, according to Moh. Nazir, the descriptive method is a method that examines a group of people, an object, a set of conditions, as well as a system of thought as well as a class of events in the present which aims to describe a

phenomenon, image or painting systematically, factually and accurately on facts. In fact, the characteristics and relationships between the phenomena studied (Moh. Nazir, 1988: 63), this research describes the modernization of the professional development of Islamic religious teachers in Indonesia.

The steps of the research method carried out in this research are starting from selecting and formulating problems, determining objectives, providing limitation of the area or scope of research, exploring and collecting literature sources related to the modernization of the professional development of religious teachers in Indonesia, which are then given interpretation and a description of the research results in written form as presented in this paper (Moh. Nazir, 1988: 73-74).

The Professionalism of Islamic Education Teachers in Indonesia

Understanding Teacher

Kamal Muhammad Isa argues: "A teacher or educator is a true leader, wise guide and director, scorer of figures and leaders of the ummah." (Isa, 1994: 64).

The meaning of teachers according to Law no. 14 of 2005 concerning Teachers and Lecturers, namely as stated in Chapter I of the General Provisions Article 1 paragraph (1) as follows: "Teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students at primary and secondary education. "

Furthermore, MohUzer Usman in his book *Becoming a Professional Teacher* defines that: "a professional teacher is a person who has special abilities and expertise in the field of teacher training so that he can carry out his duties and functions as a teacher with the maximum ability" (Usman, 2006: 15).

Another opinion was expressed by AsrorunNi'amShaleh in *Building Teacher Professionalism*, expressing:

In the educational process, teachers carry out the transfer of knowledge and function to instill values and sustainably build students' character. In Islamic terminology, the teacher is termed *murabbi*, a root word with *rabb*, which means God. So, teachers'

function and role in the education system is one of the manifestations of divine nature. Such is the position of teacher, to the extent that God, in the sense of being rabb, identifies Himself as rabbul'alamin "The Supreme Master", "Guru of the whole universe". For this reason, the first obligation that is imposed by every service as a disciple of "The Supreme Master" is to study, seek knowledge. After that, everyone who already knows must teach it to others. Thus, the teaching profession is an obligation which is a manifestation of worship. Consequently, whoever hides a knowledge has stepped into the abyss of hellfire (Sholeh, 2006: 3).

Based on the above definition, it can be concluded that profession is a job or expertise that requires certain intellectual competences, attitudes, and skills acquired through an academic educational process.

Responding to what Asrorun Ni'am Shaleh has stated above, it can be understood that the teaching profession as a teacher is a job that has noble and worship values. Meanwhile, teaching itself is an obligation for everyone who knows. Therefore, it is appropriate for people who do not convey their knowledge, resulting in sins for themselves.

Definition of Professionalism

The term professionalism comes from the profession. In the Indonesian English Dictionary, "profession means work." (Echols, 1996: 449). Arifin in the book *KapitaSelektaPendidikan* states that profession contains the same meaning as the word occupation or work that requires expertise obtained through special education or training (Arifin, 1995: 105).

In the Professional Teacher of Education Unit Level Curriculum Implementation, Kunandar wrote that professionalism comes from the word profession, which means a field of work that someone wants or will pursue. The profession is also defined as a particular position or job that requires specific knowledge and skills obtained from intensive academic education. So, a profession is a job or position that requires certain skills (Kunandar, 2007).

According to Martinis Yamin, the profession has the meaning of pursuing a job based on skills, abilities, techniques, and procedures based

on intellectuality (Yamin, 2007: 3). Meanwhile, according to Jasin Muhammad, as quoted by YunusNamsa, explained that a profession is "a job field that requires scientific techniques and procedures, has the dedication and a way of responding to jobs that are oriented towards expert service." This profession's definition implies that in a professional job, techniques and procedures are needed that are based on an intellectual foundation that refers to expert service (Namsa, 2006: 29).

Thus, Kunandar argued that the teaching profession is a special expertise and authority in the fields of education, teaching and training to be pursued to fulfill the needs of the life concerned. The teacher as a profession means that the teacher is a job that requires competence (expertise and authority) in education and learning in order to carry out the work effectively and efficiently and effectively (Kunandar, 2007: 46).

Meanwhile, AsrorunNi'amSholeh said that the teaching profession is such an obligation, it is only borne by everyone who is knowledgeable. In other words, the teaching profession must be based on the existence of competencies with certain academic qualifications. Teaching, for someone who does not have the professional competence for that, it will result in sin. As the Prophet said, "If something is done by something that is not an expert, then wait for its destruction." A piece of the hadith of the Prophet Muhammad. This seems to warn teachers who do not meet their professional competence (Sholeh, 2006: 4).

According to Asrorun Ni'am Sholeh, conceptually, describing the two conditions above raises two principles in talking about teachers and lecturers' professions. First, there is a spirit of soul calling, devotion and worship. The teaching profession has a specialty in shaping a nation's character and civilization with dignity and requires expertise, idealism, wisdom, and exemplary over a long period. Second, there is a principle of professionalism, competence, and academic qualifications required, and an appreciation for the profession carried out. So the principles of idealism and calling and professionalism must underlie every struggle to uplift teachers and lecturers' dignity. Thus the professions of teachers and lecturers are closed professions that must be in line with idealism and professionalism in a balanced manner. Do not let the consequences of struggle and the

prominence of professionalism result in creating a lifestyle of materialism and pragmatism that negates idealism and calling of the soul (Sholeh, 2006: 5).

Realizing the importance of professionalism in education, Ahmad Tafsir defines that professionalism is an understanding that teaches that every job must be done by a professional person (Tafsir, 2005: 107).

However, looking at the existing reality, professional teachers' existence is very far from what they aspire to. The proliferation of low-quality schools signal that professional teachers are just a discourse that has not been realized evenly in Indonesia's education. This raises a concern that academics come from academics, but even ordinary people also comment on the existing education and teaching staff's irregularities. This fact inspires academics, so they make formulations to improve teacher qualifications through empowerment and increasing teacher professionalism from training to instructions so that teachers have a minimum educational qualification of Strata 1 (S1).

The new problem is that teachers only understand these instructions to meet the demands of administrative needs. So that professional teacher competence in core matters is not a top priority. With this understanding, contributions to students become less noticed and even neglected.

The incompetence of a teacher in delivering teaching materials will indirectly affect the learning outcomes. Because the learning process can be achieved with courage, the main factor is the competence in the person of a teacher. The teacher's limited knowledge in delivering material both in terms of methods or other learning support will affect learning. Looking at the discourse above, it is evident that teacher professionalism can affect learning achievement.

The teacher certification program is a government effort to identify quality teachers. Quality teachers proven from the results of certification are used as the basis for providing professional allowances. Teachers who receive the professional allowance are categorized as professional teachers. To ensure consistency of teacher professionalism in line with the development of science, technology, and art, improvement efforts are needed.

There are several reasons for the importance of upgrading development of teacher professionalism, namely:

1. After more than fifty years of Indonesian independence, only now has the Republic of Indonesia's Government really paid attention to improving education quality. This concern is carried out, among others, through amendments to Law No. 2 of 1989 became Law Number 20 of 2003 concerning the National Education System, and the stipulation of an education budget of 20% of the State Budget (APBN), as well as the issuance of Law Number 14 of 2005 concerning Teachers and Lecturers, Government Regulation of the Republic of Indonesia Number 19 of 2005 concerning National Education Standards, Government Regulation of the Republic of Indonesia Number 47 of 2008 concerning Teachers, stipulating various new paradigms: the vision of national education, the education curriculum, the teaching and learning process and so on. All of this is aimed at improving the quality of national education. The emergence of various government policies must be appropriately utilized with full responsibility by education providers, stakeholders, stakeholders and so on, not just pursuing a salary increase or benefits (Nata, 2012: 218).
2. Education experts generally agree that improving the quality of education will ultimately lead to qualified educators' availability (teachers and lecturers). The availability of large funds, complete infrastructure, as well as various other educational components which are all new, do not guarantee the achievement of the goal of increasing professionalism and quality of education, if the quality of the teaching staff is not improved, as mentioned in Chapter I, General Provisions, Article 1 paragraph 1 of the Law. Law No. 14 of 2005 on Teachers and Lecturers states that teachers are professional educators with the main task of educating, teaching, guiding, directing, training, and evaluating students in early childhood education through formal education, basic education and secondary education (Depdiknas , 2005: 55).

This statement reminds us of the importance of improving educators' quality and professionalism as a strategic effort to improve education quality. Awareness of improving the quality of teaching staff is currently growing and therefore, it is necessary to make the best use of it.

3. Quality and professional educators, among others, are required to have academic qualifications, competence, certification, be physically and mentally healthy, and can realize the goals of national education. These competencies include pedagogical competence, personality competence, social competence, and professional competence obtained through professional education. This reminds us of the importance of teaching professional education organized by universities with an accredited academic staff procurement program. This policy was adopted, bearing in mind that teaching staff's quality guidance is not easy.

The Professionalism of Islamic Education Teachers

According to HusniRohim, in the early days of independence, Indonesia developed school education institutions like the national education system (Rohim, 2000: 9). Pragmatically, this was done to facilitate the management of national education. The management of national education is still centralized, so it does not encourage the democratization and decentralization of education delivery.

In all educational activities, both at school and outside of school, teachers have a central and strategic position. This implies that efforts to modernize teacher professional development in Indonesia can only be realized if the elements of teachers who are at the forefront have top priority. If the teacher element is neglected, efforts to develop teacher professionalism will not achieve maximum results. Therefore, teacher professionalism in quantity and quality must be given top priority in national education. Both from the interests of national education and teachers' functional duties, all of them demand that education be carried out professionally, meaning that it is carried out thoughtfully and supported by professional performance.

Professional religious teachers have the expertise, responsibility, and a sense of serviceability supported by healthy professional ethics. Thus, religious teachers should have adequate quality competencies, including social, spiritual, personal, moral, and professional intellectuals. In this connection, it is necessary to strive for various concrete activities so that religious teachers can develop towards the mastery of professional competence as a basis for their performance.

The professional performance of religious teachers is a form of professionalism of Islamic religious teachers who consciously aim to implement education both at school and outside of school. Professional performance includes several dimensions in an integrated manner, namely, philosophical, conceptual, and operational.

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According to Sutjipto, the professional maturity of Islamic religious teachers is marked by the manifestation of teachers who have:

1. Expertise
2. Responsibility
3. A high sense of nursing (Sutjipto, 2000).

Professional religious teachers are those who have the right expertise regarding the scientific material mastered and their methodological skills. The expertise possessed by professional teachers is obtained through a specially programmed and structured educational and training process. Professional expertise has also received formal recognition expressed in the form of certification, license, and accreditation from the competent authorities, namely the government and professional organizations. The religious teacher profession's characteristics are a sense of responsibility towards God Almighty, the nation and state, institutions where they serve, professional organizations, and code of ethics for their positions.

Furthermore, oneness is a manifestation of solidarity among religious teachers as a source of togetherness dynamics in achieving

common goals. In general, "solidarity" can be defined as a manifestation of unity and agreement that originates from shared interests, feelings and actions, and sympathy among a number or a group of individuals. With this understanding, solidarity will grow and develop if there is a cooperation between a group of individuals sharing, namely the commonality shared by all parties in the group, then developing and sharing to perpetuate the strength of the group where the similarity lies in the aspect of:

1. Interest feeling happy or displeased with something object.
2. Feelings are affective conditions in the form of inner vibrations that provide a particular atmosphere to obtain survival.
3. Actions are real actions taken to achieve a particular goal.
4. Sympathy is a tendency to place oneself in an atmosphere of other party feelings.

Professional Teacher Performance

The embodiment of religious teachers' professional performance is supported by a spirit of professionalism, namely a mental attitude that encourages him to manifest himself as a professional teacher. Professionalism is an intrinsic motivation for the teacher as a driving force for self-development towards professional realization. Professional teachers have significant meaning because:

1. Providing guarantees for the protection of the general public's welfare.
2. Is a way to improve the educational profession
3. They are providing the possibility of self-improvement and development that allows teachers to provide the best possible service and empower competencies as much as possible.

The following five performances show the quality of professionalism:

1. Standards of Conduct.

In this case, the standard of behavior is a desire always to display behavior close to the ideal standard. Based on these criteria, it is clear that teachers who have high professionalism will always try to manifest themselves according to ideal standards. He will identify himself to a

figure who is considered to have an ideal standard of behavior as a professional teacher.

2. Professional Image

Professional image in this case, is an effort to improve and maintain a professional image. High professionalism is shown by the great desire to improve and maintain the professional image through the embodiment of professional behavior. The manifestation is carried out in various ways such as appearance, speaking, use of language, posture, daily life attitudes, interpersonal relationships, and so on.

3. Adding Knowledge and Skills

It is a desire to continually pursue professional development opportunities to enhance and improve the quality of knowledge and skills. Based on these criteria, teachers are always expected to find and take advantage of opportunities to develop their profession. Various opportunities that can be used include:

- a) Participating in scientific activities such as workshops, seminars and so on.
- b) Following upgrading and further education
- c) Conduct research and community service.
- d) Examining the literature, making scientific papers.
- e) Entering professional organizations.

4. Quality First

Prioritizing quality in this case is pursuing quality and aspirations in the profession. This implies that high professionalism is shown by efforts to always achieve quality and ideals following the established program. Religious teachers who have high professionalism will always be active in all their activities and behavior to produce ideal quality. Critically, he will always seek and actively improve himself to get better things in carrying out his duties.

5. Professional Pride

Professionalism is marked by the quality of the degree of pride in the profession that it will carry. In this regard, it is hoped that teachers will have a sense of pride and confidence in their profession. This pride is shown

by appreciating his past experiences, being highly dedicated to his current duties, and convincing him of his future development potential.

Strategy for Increasing the Professionalism of Islamic Education Teachers

Several approaches can be taken in increasing the professionalism of Islamic religious teachers, including:

a. Through Task Execution

The development of professionalism through the implementation of duties is basically an effort to integrate professional potential with implementing their main duties. In this way, the tasks given in the implementation of tasks directly or indirectly increase professionalism. This approach is more informal because it is related to the implementation of daily tasks. This method is very appropriate in various activities which include:

1. Group work to foster mutual respect and social understanding.
2. Group discussion to exchange ideas and discuss problems faced together.
3. Carry out the tasks and responsibilities given so as to increase skills and self-confidence.

b. Through Response

Increasing professionalism through responsiveness is carried out in the form of a formal or informal interaction, which is usually carried out through various interactions such as education and training, seminars, workshops, lectures, consultations, comparative studies, use of media and other forums. What supports this response is when religious teachers are in an atmosphere of interaction among religious teachers who have the same background and duties, for example, the MGMP (Subject Teacher Conference). In similar subjects, it can be used to develop the professionalism of Islamic religious teachers. Through the MGMP, teachers will get to share knowledge and experiences so that, in turn, they can increase their insight and quality of themselves and their profession.

c. Through Self-Search and Development

The increase in professionalism will depend on the personal qualities of each. Everyone is unique with their own strengths and weaknesses. Therefore, efforts to increase professionalism should center on the unique potential of each individuality. If this personal potential can be developed effectively, it will become a real skill integrated into the quality of one's personality.

d. Through System Support.

The development of religious teachers' professionalism will largely depend on the system's conditions in which the religious teacher is assigned. Therefore, efforts to increase professionalism should take place in a conducive organizational system and management. According to Muhammad Surya, education is carried out in various forms, both at the system and concept level as well as at the practical level, in fact education can be seen in various educational concepts that involve various dimensions (Surya, 1998).

In this regard, efforts should be made so that the organization and environment are organized so that it becomes a system with management that supports the professional development of religious teachers. Adequate management and supporting facilities are needed to establish a work environment that is conducive to the implementation of tasks effectively. If appropriately implemented, Glance-based management will support the realization of teacher pedagogical autonomy, which in turn can increase professionalism.

Professional Aspects of Islamic Education Teachers

Kamal Muhammad Isa argued that a teacher is required to have various characteristics and attitudes, which include the following:

- a. A teacher must be a human choice. Ready to assume the mandate and fulfill responsibilities in the education of the younger generation.
- b. A teacher should be able to prepare himself as correctly as possible. To be able to act as an educator and a preacher who always calls to

the path of Allah. Therefore, the needs of the teacher must be fulfilled by the authorities. So that in the tranquility of their lives, they can carry out their duties with love and sincerity.

- c. A teacher should never be greedy and false in carrying out his daily duties. So that a teacher merely expects rewards and rewards from Allah SWT. As stated by the Prophet Hud as stated in QS Huud verse 51: "O my people, I do not ask you a reward for this call of mine. My reward is none other than Allah who created me. Then don't you think about Him? " (QS Huud / 11: 51).
- d. A teacher must believe in Islam as a divine concept in which he lives with that concept and practices it.
- e. A teacher must have a commendable attitude, soft hearted, noble spirit, holy spirit, sincere intentions, taqwanya only in Allah, have a lot of knowledge, and convey his various thoughts. so that the explanation is easily captured with or without props.
- f. The appearance of a teacher should always be polite and neat.
- g. A teacher should also be able to be a righteous leader.
- h. The exclamations and suggestions of a teacher should also be reflected in his family or friends' attitude.
- i. A teacher must like and love his students. Should not be arrogant and should not stay away, on the contrary, he must approach his students (Isa, 1994: 64-67).

Professional Competence of Islamic Education Teachers

As befits a professional meaning for a general teacher, a religion teacher must also be a professional. As the conclusion above, professional teachers are teachers who have special abilities in the field of education. Ability or potential has a close relationship with teaching and learning attraction in the learning process. A teacher will hesitate to convey the lesson's material if it is not accompanied by competencies such as mastery of materials, as well as the selection and use of methods that are not under the material will cause boredom and complicate student understanding. Thus the professionalism of a teacher is very supportive in order to

stimulate student learning motivation and at the same time achieve teaching and learning attraction properly.

Teaching and learning attraction is a process that contains a series of actions by teachers and students on direct feedback in educational situations to achieve certain goals. Teacher interaction with students is in mastering teaching materials and accepting values, developing attitudes, and overcoming students' difficulties. Thus in teaching and learning interactions to generate student learning motivation, the teacher is not only a trainer and teacher but also an educator and supervisor "(Syaodih, 1996: 33-34).

The ability or professionalism of teachers (including Islamic religious teachers) according to Mohammad Uzer Usman, includes the following:

1. Mastering the educational foundation:
 - Know the goals of national education to achieve goals
 - Know the school's function in society
 - Know the principles of educational psychology that can be used in the teaching and learning process.
2. Mastering teaching materials
 - Mastering primary and secondary education curriculum teaching materials
 - Obtain enrichment materials
3. Develop a teaching program
 - Setting learning goals
 - Own and develop learning materials
 - Own and develop appropriate teaching media
 - Choosing and making use of learning resources
4. Carry out a teaching program
 - Creating the right teaching and learning climate
 - Set up a study room
 - Manage teaching and learning interactions
5. Assessing teaching and learning outcomes that have been implemented
 - Assess student achievement for teaching purposes
 - Assessing the teaching and learning process that has been implemented (Usman, 2006: 18-19).

Under the quote above, a professional teacher is a teacher who has a teaching strategy, masters materials, compile programs, and makes the appropriate assessment of learning outcomes.

In addition to the above, the teacher must also have the ability to generate student learning motivation. According to Ibrahim and Syaodih, there are several abilities that teachers must have, namely: First, using a variety of teaching methods or methods and media. With a variety of methods and media, boredom can be reduced or eliminated. Second, choose materials that students need interest and. Something that is needed will attract attention, thereby arousing motivation to study it. Third, giving advice, including semester exams, midterm examinations, daily tests and quizzes. Fourth, provide opportunities for success. A difficult material or question that only smart students can reach. So that students who are less intelligent can also be given questions according to their intelligence. Fifth, creating a pleasant learning atmosphere. In this case, what the teacher does is utilizing learning that has a sense of friendship, has humor, acknowledges students' existence, and avoids reproach and cursing. Sixth, holding healthy competition through student learning outcomes. In this competition, praise, rewards or prizes can be given (Syaodih, 1996: 28). "

In line with the quote above, the teacher's professionalism is the framework of student motivation to succeed in learning. It will be seen by the ability in teaching and learning interactions that appear indicators of the use of various methods and media, the selection of materials that attract interest, providing opportunities for success, presenting a learning atmosphere. teaching is fun and also provides healthy competition.

Several opinions explain the potential of religious teachers in the context of student motivation, including:

1. The use of various methods and media.

In teaching and learning attraction, we do not find it forever running successfully, but there must be things that please students feel bored following the lesson so that the material conveyed by the teacher can be understood and mastered in an optimal way. One of the causes of student boredom in learning is the use of methods and media that are interesting. So if there are students who oppose the lessons given, one of the reasons is that

the teacher's method and media do not match the material presented. For example, a teacher only uses one kind of method and media in various subject matter, and students will feel bored and not follow the lessons as desired. Therefore, the success of teaching and learning interactions must be accompanied by various methods and media to produce learning as it should. Thus, various media methods are one of the driving forces for students (Hamalik, 2002: 16).

From the quotation above, it can be understood that a variety of methods and media in teaching and learning interactions are essential in order to arouse student motivation to follow lessons.

2. Choose materials that interest students' learning

Conditions for effective teaching and learning are the students' interest and attention in learning. Interest is a characteristic that is relatively staring at a person. Interest has a considerable influence on learning because he will do something he is interested in with someone's interest. Conversely, it is impossible to do something (Usman, 2006: 27).

In line with the quote above, it is appropriate for a teacher to attract students' interest in learning, even though students like not all the material conveyed by the teacher. However, this is where the teacher's job to understand the nature, mentality, interests and needs of students so that he can provide guidance and lessons as best as possible to attract student interest. Several ways to arouse student interest in learning, namely:

- a. Teaching in an exciting way.
 - b. Have healthy interludes.
 - c. Using props
 - d. Wherever possible, reduce/eliminate anything that causes unnecessary attention.
 - e. Can show the usefulness of the lesson material provided
 - f. Trying to establish a relationship between what students already know and what they will know (Team, 1993: 23).
3. Provide intermediate targets, such as semester exams, midterm examinations, daily tests and quizzes.

The knowledge that is not repeated or is not tested is easily lost and will not remain in memory. However, the knowledge that is repeated often

becomes knowledgeable and usable. So at the time of teaching and learning interactions, the teacher should often hold regular tests so that the learning materials being taught really belong to the students and are ready to use.

Daily tests or quizzes are held if:

- a. Most of the students did not do the assigned assignments
- b. Past lessons have been forgotten
- c. If possible, before lessons begin. Meanwhile, midterm and semester tests are held before the holiday (Team, 1993: 26).

The teacher holds daily tests and quizzes during the teaching and learning process with the following objectives:

- a. To determine the success and failure of the teaching and learning process.
- b. To find out the actual situation and the teaching and learning process properly (Thoha, 1996: 47).

Therefore, the purpose of daily tests or quizzes is to improve the teaching and learning process, so some teachers should have the generosity to look for deficiencies in the teaching and learning process such as methodology, didactics, motivation and mastery of the material being taught. Thus, it includes the purpose of daily tests or quizzes to stimulate students to be more diligent in learning and at the same time find out what parts of the material they have not mastered. Meanwhile, semester exams are used to measure student learning success or graduation or not (Thoha, 1996: 48).

4. Providing opportunities for success

Providing opportunities for success is giving questions to students according to their abilities. As teachers, they should understand that not all students/students have the same level of knowledge, where some are smart, some are moderate and some are stupid (Nasution, 2000: 33). Regarding giving questions to students, ChabibThoha said:

Giving questions must be neither too difficult nor too comfortable because if the questions have the maximum level of difficulty, students who have below-average intelligence may find it difficult and unable to answer optimally and ultimately never feel successful in

learning, meaning there is no opportunity to succeed (Thoha, 1996: 145).

So by referring to the quotation above, it can be understood that the questions given by the teacher should not be too easy because there will be no clever, moderate, and stupid differentiators. Moreover, donot be too lame either, because there will be students who never get the opportunity to succeed, allowing motivation to learn not to arise. Finally, they cannot understand the lesson and are lazy to participate in teaching and learning interactions.

5. Presentation of a fun teaching and learning atmosphere.

Students prefer to continue their learning if the teaching conditions are pleasant. So the teacher must make every effort possible in teaching and learning interactions to motivate students so that they are active in learning and achieving goals. Ways to please students in learning are:

- a. Try not to repeat things they know because they are bored.
 - b. Don't be boring with the physical atmosphere of the classroom
 - c. Avoid frustration, such as questions that don't make sense.
 - d. Avoid emotional classroom atmosphere as a result of personal contact.
 - e. Prepare challenging tasks during teaching and learning interactions.
 - f. Give students knowledge of the results that have been achieved by each student.
 - g. Reward students' efforts (Hamalik, 2002: 161).
6. Hold fair competition

Competition is based on the drive for position and respect. The need for position and respect is a significant need for growth and development. Therefore, competition can be a huge driving force for the development of student learning. Competition, in order to motivate student learning, can be carried out by teachers in various subjects. Moreover, in general, the teacher's healthy competition is always followed by rewards, such as giving

gifts or praise. According to the form and level of healthy competition, some things need to be considered as follows:

- a. Road competition is too intense because it will result in negative things, such as a weak child who feels inadequate and hopeless.
- b. Competition must be held in an honest atmosphere, sportsmanship.
- c. All children who compete should receive awards, both winners and losers.
- d. Competition should be of various kinds so that those who win are not the same (Daen, 1973: 167).

Thus, if the competition is carried out with the rules as above, then the competition will be healthy competition which is a motivation that plays a role in student learning. With this motivation, students compete to understand and solve things related to learning to achieve optimally.

Suppose the professionalism of teachers who have indicators like the one above is realized in teaching and learning interactions. In that case, students will actively participate in teaching and learning interactions, complete tasks with full awareness, and easily understand the teacher's material. In such conditions, the maximum learning success can be achieved.

Modernization of the Professionalism Development of Islamic Education Teachers in Indonesia

According to Abuddin Nata, attention to professional teacher development is an agenda that has been going on since the Prophet Adam, dynasties and kingdoms in India, China, Persia, Ancient Egypt, Greece and so on. In Indonesia, attention to professional teachers' development has been carried out since the Hindu, Buddhist, Islamic kingdoms, the Dutch colonial era, Japan, the Old Order, the New Order and the current Reformation Era. The professional teacher development is tailored to the times' needs (Nata, 2012: 228).

Still according to Abuddin Nata, professional teacher development during the Old and New Order, for example, looked better than today. The following notes can indicate this.

First, in the New Order and New Order era, everyone who wanted to become a teacher had to graduate from teacher training. To become an elementary teacher there is a Teacher Education School (SPG), there is also a D-II PGSD (Primary School Teacher Education) program, D-III PGSM (Middle School Teacher Education). Furthermore, to become an MI teacher, there is a 4-year Religion Teacher Education (PGA 4 Years), to become a secondary school teacher, there is a 6-year Religion Teacher Education (PGA 6 years). Graduates of SPG, PGSD, PGSM can continue to IKIP (Institute of Teacher Training and Education). Meanwhile, the 6 year old PGA graduate can continue to the Tarbiyah Faculty. Thus, those entering the Teaching Faculty (IKIP or Tarbiyah) have a mature teaching theory and practice provision. These various teacher schools are no longer there, so the Teaching Faculty's input does not have adequate basic teacher training. For this reason, these teacher schools need to be considered for reviving.

Second, to obtain mature academic and pedagogical competence, teacher training should be carried out through a collaborative approach between non-teacher faculties and teaching faculty. To get a teacher in jurisprudence, it is best if you graduate from the Sharia Faculty undergraduate and then attend teacher professional education at the Tarbiyah Faculty. Likewise, to get teachers who are proficient in the field of exegesis, taken from the department of interpretation, teachers who are proficient in Arabic are taken from the Dirasah Islamiyah Faculty or the Adab Faculty, majoring in Arabic literature who then take part in teacher professional education at the Tarbiyah Faculty. For this reason, there is a need for collaboration between non-teacher faculties and teaching faculties.

Third, teaching staff in professional education should preferably be professionals who have expertise, skills, and abilities and have practical experience in their respective fields. Senior teachers who excel are more accurately positioned as professionals to teach teacher education.

Fourth, professional teacher candidates' education should be carried out through a tiered and chain system of teachers. This system is found in free education for the poor as found in pesantren. In the 70s, Pesantren Jauharun Naqiyah, where Prof. Abuddin Nata studied and had implemented a tiered and chain teacher system. To do this, a smart and

intelligent student from the Tsanawiyah level, for example, was entrusted with teaching Ibtidaiyah students. Aliyah students who are good at teaching students at Tsanawiyah, then Aliyah students study with Kyai. In this way, many benefits are obtained (Nata, 2012: 229-230).

On the other hand, Prof. Muhaimin stated that an Islamic religious education teacher would succeed in carrying out his educational duties if he has personal-religious competence (personality and social), and professional-religious competence (pedagogic and professional). The word religious is always attached to each of these competencies. It shows the GPAI's commitment to Islamic teachings and values as the main criterion so that all problems of educational behavior are faced, considered, resolved, and positioned in an Islamic perspective (Muhaimin, 2012: 189).

Teacher professionalism demands that minimum academic qualifications and certified educators are required. PAI teachers who have professional criteria will carry out their main functions effectively and efficiently to realize the education and learning process. The task of GPAI is getting tougher especially considering that the function and purpose of national education is to develop capabilities and shape the character and civilization of a nation with dignity in the context of educating the nation's life, to develop the potential of students to become people who are faithful and cautious, noble, healthy, knowledgeable, capable, creative, independent, as well as being a democratic and responsible citizen.

Improving teacher performance or professional development, especially GPAI, cannot be separated from the main tasks (TUPOKSI) and various other related teacher responsibilities. The duties and responsibilities of the teacher cover many things, namely, the teacher can act as a teacher, class leader, supervisor, instructor of the learning environment, learning planner, supervisor, motivator, evaluator, innovator, and other duties related to their status as a teacher of Islamic religious education.

Professional teachers must own some criteria. First, commitment to professionalism inherent in dedicative attitudes, commitment to quality processes and work results (products), and continuous improvement (continuous improvisation). Second, mastering and developing and explaining science's function in life can explain its theoretical and practical

dimensions. In other words, being able to transform, internalize, and implement knowledge to students. Third, educate and prepare students who can create, organize and maintain their creations so as not to cause harm to themselves, society and their environment. Fourth, be able to make themselves as models and centers of self-identification, role models, and consultant for students. Fifth, being responsible for building civilizations in the future (civilization of the future). To meet the demands of good teacher performance, the development of teacher professionalism is a necessity. When this is avoided or not implemented, the expected quality improvement in education will never materialize.

Teachers' position and position as professionals aim to implement the national education system and simultaneously realize its goals. To achieve professional criteria, teachers must continuously undergo professionalization or a true professional degree, including the competence to manage the class. Based on Law Number 74 the Year 2008, there is a distinction between coaching and developing the competence of teachers who have not and those who are already certified as S-1 or D-IV (Danim & Khairil, 2011: 6-7).

The types of professional development activities for the GPAI can be carried out through various strategies in the form of education and training (DIKLAT) and non-training, including (Mappanganro, 2010: 41-42):

1. Education and training

- a. In House Training (IHT); training which is carried out internally in teacher groups, schools or other places designated to organize training.
- b. Internship program; training carried out in the world of work or relevant industries to improve teacher professional competence.
- c. School partnerships can be carried out between schools because the partners have uniqueness or strengths.
- d. Distance learning; This activity can be carried out without presenting instructors and training participants in a particular room or place, but with a learning system via the internet and the like.

- e. Tiered training and special training; This training is carried out by authorized institutions in which the program is structured in stages, starting from the basic, middle, advanced and high levels.
 - f. Short courses in college or other places. This activity is intended to improve teachers' abilities, such as conducting classroom action research, compiling scientific papers, planning, implementing, evaluating learning, and so on.
 - g. Internal school coaching; carried out by the principal and teachers who have the authority to guide, through official meetings, rotation of teaching tasks, assigning internal assignments, and others.
 - h. Further education; This activity can be carried out through study assignments or study permits. The output is to produce supervisory teachers who can help other teachers to improve teacher professionalism.
2. Activities other than education and training
- a. Education focus discussion; This activity can be carried out periodically with discussion topics following the problems that are developing at school.
 - b. Seminar; seminar activities can also be used to update teachers' knowledge related to increasing their professionalism.
 - c. Workshop; This activity will be more effective if directed to produce products that are useful for learning, increasing competence and career development. This workshop can take the form of activities to compile KTSP, curriculum analysis, syllabus development, a compilation of lesson plans, and others.
 - d. Research; This activity can be in the form of classroom action research and experimental research to improve learning quality.
 - e. Writing books or teaching materials; This activity can foster the emergence of a teacher's scientific culture expected to be transformed into other teachers or students.
 - f. Making learning media; This can be in the form of props, simple practicum tools, or electronic teaching aids or learning animations.

- g. Creation of technical or artistic works; works of technology or works of art can be in the form of works that are beneficial to society or works with aesthetic values recognized by society.

Therefore, education, training, and professional development are processes that must be taken by teachers when carrying out official duties. This activity aims to increase the competence, skills, attitudes, understanding, and performance needed by teachers today and in the future.

CONCLUSION

GPAI professionalism cannot be separated from three critical factors: teacher competence, teacher certification, and teacher professional allowances. Teacher professionalism is a condition in which the work or activity carried out by a teacher becomes a source of living income that requires expertise, proficiency or skills that meet specific quality standards or norms and require professional education. Teacher professional and career guidance and development (P3KG) includes fostering pedagogical competence, personality competence, social competence, and professional competence.

The principles of teacher professional development consist of two principles, namely general principles and particular principles. In contrast, the types of teacher professional development activities are carried out through various strategies in education and training (DIKLAT) and non-education and training.

The professional development of GPAI is a necessity that must be pursued if the quality of education is to be improved, especially considering Indonesia's current slumping education. The implication of teacher professionalism is not only for the quality of education but also for the institutions where teachers work, and more importantly, for themselves to increase self-competence and increase income as a profession.

GPAI professional development must be carried out continuously, not only partially, or only stop when the teacher is certified. The development of teacher professionalism is a continuous process that is undertaken by a teacher in cultivating his profession. This activity must get support from the government, institutions, and the teachers themselves.

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