

SURVEY OF ISLAMIC RELIGIOUS EDUCATION (PAI) TEACHER PROFESSIONALISM ON STUDENT LEARNING MOTIVATION IN ISLAMIC RELIGION SUBJECTS AT SD NEGERI 01 PEMATANG JERING VILLAGE SEI SUKA DISTRICT BATU BARA REGENCY

Muliatno¹, Indah Mawaddah²

Sekolah Tinggi Agama Islam Tebingtinggi Deli
Program Studi Pendidikan Agama Islam STAI Tebingtinggi Deli
Email: ¹⁾nobletnom83@gmail.com, ²⁾mawaddahindah@gmail.com

Abstract

This study uses a quantitative approach, where the symptoms are measured using numbers. The results of the research in this thesis, the professionalism of PAI teachers in SD Negeri 01 Pematang Jering Village, Sei Suka District, Batubara Regency are generally sufficient. Meanwhile, the motivation to learn is generally good. A teacher is said to be a professional if he is able to create a quality teaching and learning process and bring learning success as measured by the passing competencies achieved by students. Likewise, students are said to have ideal graduate competencies if they have mastered the subject matter well and are able to actualize it. The presence of a professional teacher will certainly have a positive impact on student development, both in knowledge and learning motivation.

Keywords: *Professionalism of Islamic Religious Education Teachers, Student's Motivation to Study*

1. INTRODUCTION

Education is a conscious effort made by humans to develop the potential of other humans or instill their values in others through the process of teaching and training. The teaching process is the process of transferring values in the form of a teacher's knowledge to students or from one generation to the next.¹ Deepening knowledge to be taught to others or to one generation is a noble task that is considered as a form of jihad in the way of Allah SWT. Therefore, people who die while carrying out their educational duties are considered the same as those who die as martyrs on the battlefield. In this regard, learning for all students is a service to Allah SWT. and thus learning motivation can be increased. Meanwhile, the function of humans as caliphs of Allah SWT on earth implies that humans with their minds are able to think about Allah's creations. in the heavens and on earth, conduct research, and explore the results and use them to improve one's life.

Education in schools is essentially a learning process activity. In the learning process the teacher plays a major role and is an important thing. This is the main requirement for the learning process to take place. In carrying out their teaching duties, the teacher acts as a motivator in stimulating, providing encouragement and reinforcement to dynamize student potential, fostering student activity and creativity, so that dynamics occur in the learning process.² To see how far the professionalism of Islamic Religious Education teachers has in increasing the learning motivation of SD Negeri 01 students in Pematang Jering Village, Sei Suka District, Batubara Regency, the researchers will follow up on this through research activities. A professional teacher is a teacher

¹Mohammad Daud Ali and Habibah Daud, *Islamic Institutions in Indonesia* (Cet. I: Jakarta: PT. Raja Grafindo Persada, 2010), p. 137

²Sardiman AM, *Teaching-Learning Interaction and Motivation* (Ed; XVI, Jakarta: PT. Raja Grafindo Persada, 2011), h. 145.

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who knows enough about human nature, about human motivation, about the psychological and emotional climate of the whole class, about the influence of rewards and punishments, success and failure, about the overall dynamics of interpersonal relationships between teachers and students, all of which will support success. achievement of educational goals. Teachers not only spend material from A to Z, but must guide students to learn by providing the right situations and conditions,

As it is known that motivation is one of the psychological elements found in every student. The learning motivation of students in SD Negeri 01 Pematang Jering Village, Sei Suka District, Batubara Regency can be said to be good, but if it is compared with the learning motivation of students in other schools that are on the same level, then the learning motivation of students in SD Negeri 01 Pematang Jering Village, Sei Suka District, Batubara Regency is classified as low. In fact, when viewed from the point of view of the efforts and efforts that have been made by the teacher in order to increase the learning motivation of the students it is quite adequate, but the motivation of student learning is not as encouraging as expected by both the school, the parents and the students themselves. These symptoms indicate the existence of student passivity in the learning process so that only the teacher is active. Meanwhile, the core of the active student learning method is not only the teacher who is active but also the students must be active. The problem that arises then is how to activate student learning. This problem illustrates how important it is to arouse student learning motivation so that students are active in teaching and learning activities which will ultimately obtain satisfying learning motivation. In the learning process there are several characteristics to find students who have high motivation in the learning process, including:

1. Have a high passion for learning.
2. Vigorously.
3. Have high curiosity or curiosity.
4. Have self-confidence.³

Based on the characteristics and indicators of motivation to learn above, the success of students in learning is inseparable from the professionalism of teachers in teaching and educating. A teacher must be able to increase student learning motivation, so that students who were previously lazy to study will become diligent in studying, who previously did not like PAI lessons, will like it. Therefore, researchers are very interested in studying more about the Professionalism Survey of Islamic Religious Education (PAI) Teachers on Student Learning Motivation in Islamic Religion Subjects at SD Negeri 01 Pematang Jering Village, Sei Suka District, Batu Bara Regency

2. LITERATURE REVIEW

2.1. Definition of PAI Teacher Professionalism

Professionalism is a condition, direction, value, purpose and quality of an expertise and authority related to one's livelihood.⁴Udin Syaefudin Saud said that professionalism refers to the degree of a person's appearance as a professional or the appearance of a job as a profession, there are those with high, medium and low professionalism. Professionalism also refers to the attitude and commitment of members of the profession to work based on high standards and professional code of ethics.⁵ Based on the opinions above, researchers can understand that professionalism is the expertise and authority of a field of work carried out by someone who must have quality or quality based on certain standards and codes of ethics. In the view of Islam, every job must be done properly and correctly. This can only be done by people who have certain expertise or are called professionals. As Rasulullah SAW. said:

إِذَا ضَبِعَتْ الْأَمَانَةُ فَأَنْتَظِرُ السَّاعَةَ

³Mohammad Asrori, Learning Psychology (Bandung: CV Wacana Prima, 2012), p. 184.

⁴Kunandar, Professional Teacher (Ed. 2; Jakarta: Rajawali Press, 2011), h. 46.

⁵Udin Syaefudin Saud, Teacher Professional Development (Cet.III; Bandung: Alfabeta, 2010), h.

If an affair is left to someone who is not an expert, then wait for a crash. (HR. Bukhari).⁶

The hadith implies that every job must be done professionally in order to obtain maximum results. As with the job of a teacher, in carrying out his duties he must be truly professional, because only a professional teacher can create an active situation for students in learning activities. Islamic Religious Education teachers must carry out their duties and responsibilities in a professional manner, namely educating and teaching the Islamic religion with the expertise they have, so that students acquire knowledge that can be used as a guide in their lives. Professionalism can also be interpreted as a view that considers the field of work as a service through certain expertise and which regards this expertise as something that must be updated continuously by taking advantage of advances in knowledge.⁷ From the several opinions above, the researcher concludes that the professionalism of Islamic religious education teachers is a professional trait, which means they have high-quality teaching skills in accordance with the field that is owned by Islamic religious education teachers.

2.2. Criteria for Professional PAI Teachers

In the professional field, a professional teacher functions to teach, educate, train, and carry out research on educational issues.⁸ In order to achieve educational goals, a professional PAI teacher must have the following basic requirements:

- a. Syakhsiyah requirements (having a reliable personality)
- b. Scientific requirements (having qualified knowledge).
- c. Idhafiyah conditions (knowing, living, and exploring the humans they face, so that they can unite themselves to bring students towards the goals set).⁹

From the explanation above, the researcher can understand that in the teaching and learning process of PAI, PAI teachers hold important criteria, namely as a director and also as an actor, meaning that the success of the teaching and learning process lies in the teacher, therefore to achieve that success the teacher must have special expertise and skills. .

2.3. Roles and Duties of PAI Teachers

The roles that must be carried out by PAI teachers include the following:

- 1) Corrector. As a corrector, PAI teachers must be able to distinguish which grades are good and which grades are bad. Both of these values may have students and may also have influenced students before he entered school. The different backgrounds of students' lives according to the socio-culture of the society in which students live will color their lives. All bad grades must be removed and the good must be maintained from the soul and character of students. This means that the PAI teacher is in his role as a corrector who evaluates and corrects all attitudes, behavior and actions of students. The corrections that PAI teachers have to make towards students' attitudes and attitudes are not limited to the walls of the school, but also outside the school (community environment).
- 2) inspirer. As an inspiration, a PAI teacher must be able to provide a stimulus for student learning progress. PAI teachers must be able to provide instructions on how to study well. PAI teachers must provide inspiration for student progress.

⁶Muhammad bin Ismail Abu Abdillah al-Bukhary al-Ja'fi, al-Jamial-Shahihal-Muhtashar, Volume V (Beirut: Daribn Katsir, 2011/1422), p. 33.

⁷Abuddin Nata, Education Management (Cet. IV; Jakarta: Kencana Prenada Media Group, 2010), h. 155.

⁸HAR Tilaar, Improving National Education (Jakarta: Rineka Cipta, 2012), h. 88.

⁹Sudarwan Danim, Pedagogy of Andragogy and Heutagogy (Bandung: Alfabeta, 2013), h. 40.

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2.4. Assignments of PAI Teachers

When grouped, there are three types of duties of Islamic Religious Education teachers, namely:

- 1) Tasks in the professional field. The duties of teachers in the professional field include educating, teaching and training. Educating means instilling, continuing and developing the values of life and the basis of life in their students. Teaching means developing and imparting knowledge to students. While training means developing skills and potential in students. The task of the teacher as a profession demands to develop self-professionalism according to developments in science and technology.
- 2) Tasks in the humanitarian field. Humanitarian tasks require a PAI teacher to instill human values in students. PAI teachers must be able to make themselves as second parents for students at school.

Tasks in the field of society. In this field, PAI teachers have the task of educating and teaching the public to become Indonesian citizens with Pancasila morality.

3. RESEARCH METHOD

The type of research used in this research is quantitative research. Quantitative research methods, as stated by Sugiyono that research methods based on the philosophy of positivism, are used to examine certain populations or samples, data collection uses research instruments, data analysis is quantitative/statistical in nature, with the aim of testing established hypotheses.¹⁰ This type of research can also be referred to as field research, namely direct observation of the object under study, in order to obtain relevant data. This research is a type of qualitative research, in which the symptoms to be studied are measured using numbers

The research location is the place where the research will be conducted. The research location is expected to be able to provide the information needed by a researcher in the research being appointed. The location of this research is SD Negeri 01, Pematang Jering Village, Sei Suka District. Data collection techniques are very influential in a study, because selecting the right data collection techniques will result in relevant and accurate data being obtained. Data collection techniques used in this study are:

1. Questionnaire (Questionnaire). Questionnaires are data collection instruments that are carried out by giving a set of questions or written questions to respondents, with the hope that they will respond to these questions. Questionnaires are efficient data collection instruments when the researcher knows exactly the variables to be measured and knows what is expected of the respondent. In addition, the questionnaire is also suitable for use if the number of respondents is large enough. The distribution of questionnaires or questionnaires is given to a predetermined sample that is randomly selected (random sampling).
2. Observation. Observation is a research method in which researchers make direct observations on research objects. Observation is a complex process, a process composed of various biological and psychological processes. Instruments for collecting data by observation are used when researchers are concerned with human behavior, work processes, natural phenomena and when the observed respondents are not too large.
3. Documentation. Documentation can be done by collecting some information about data and facts related to problems and research objectives, both from published and unpublished document sources, books, scientific journals, newspapers, magazines, websites and others.
4. Library Studies. The literature study used aims to strengthen the truth of the research results carried out, by looking for concepts that are relevant to the problem to be studied.

¹⁰Sugiyono, Quantitative, Qualitative and R&D Research Methods, (Bandung: Afabeta, 2011). h.

To support and strengthen the research results, references such as books and materials related to the problem under study are used.

4. RESULTS AND DISCUSSION

As the researchers said, this study aims to find out whether between variable X (PAI teacher professionalism) and variable Y (student learning motivation) there is a significant positive relationship, so use the product moment correlation formula to find out whether there is a significant positive relationship or not between these two variables. From the calculation above it turns out that the correlation number between variable X and variable Y is positive, this is taking into account the magnitude of the r_{xy} obtained which is equal to 0.275. This means that there is a positive correlation between the influence of the professionalism of Islamic religious education (PAI) teachers in increasing student learning motivation SD Negeri 01 Pematang Jering Village, Sei Suka District, Batubara Regency. By examining the product moment "r" value table, it turns out that df 63 is not in the table, so we use df 60, then with a df of 60 we get an "r" table value at a significant level of 5% of 0.254, while at a significant level of 1% we obtain a value "r" table of 0.330. It turns out that r_{xy} (magnitude = 0.6410) is larger than the "r" table which is 0.254, because r_{xy} is larger than the "r" table, thus the alternative hypothesis (H_a) is accepted and the null hypothesis (H_o) is rejected, because there is positive relationship between the professionalism of Islamic Religious Education teachers on student learning motivation. This means that the higher the professionalism of Islamic Religious Education teachers, the more positive the impact on student learning motivation. From these calculations it was obtained KD 41.10%, it can be seen that the professionalism of Islamic Religious Education teachers influences the learning motivation of students of SD Negeri 01 Pematang Jering Village, Sei Suka District, Batubara Regency by 41.10%, which means the professionalism of Islamic Religious Education teachers has sufficient influence or being on student learning motivation.

5. CONCLUSIONS AND SUGGESTIONS

5.1. CONCLUSION

From the results of the research that the researchers have done, namely the influence of the professionalism of PAI teachers in increasing the learning motivation of SD Negeri 01 students in Pematang Jering Village, Sei Suka District, Batubara Regency, the researcher can finally conclude that:

1. The professionalism of PAI teachers at SD Negeri 01 Pematang Jering Village, Sei Suka District, Batubara Regency is generally sufficient. While learning motivation is generally good. A teacher is said to be professional if he is able to create a quality teaching and learning process and bring learning success as measured by the graduation competencies achieved by students. Likewise, students are said to have ideal graduate competencies if they have mastered the subject matter well and are able to actualize it. The presence of a professional teacher will certainly have a positive impact on student development, both in knowledge and motivation to learn.
2. There is a positive and significant influence between the professionalism of PAI teachers in increasing the learning motivation of SD Negeri 01 students in Pematang Jering Village, Sei Suka District, Batubara Regency with an "r" product moment value of 0.6410, which means that the interpretation is sufficient or moderate.

5.2. SUGGESTIONS

Based on the results of this study, the researcher proposes suggestions, as follows:

1. For school principals, they should be able to take policies to improve the quality of education in their schools, especially in PAI learning.

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2. For PAI teachers, it is better to increase their professionalism in order to motivate student learning. This can help facilitate the achievement of the goals of the teaching and learning process in schools that involve teachers and students.
3. For students, they should be able to take advantage of existing opportunities and available time for good, including by motivating themselves in learning. This motivation can be useful especially for yourself and can also be useful for others.
4. For parents, they should pay attention to the development of their children, in the sense that parents must control or pay attention to their children. In addition, parents must also seek things that can encourage their children's learning motivation both physically and psychologically. This is because the child's future is closely related to what and how the learning life is accustomed to and applied by parents. With this attention and guidance, it will lead them to have the knowledge, skills and nobility that always adorn their personality.
5. For future researchers, this research should be used as a scientific study in developing insights about the knowledge that we have obtained and can be useful for the Nation and the State.

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