Teacher Education for the Improving Professionalism of Islamic Religious Education Teachers in Lamongan Regency

Romadhotin Muzayanah

Sekolah Menengah Pertama Ngimbang, Lamongan, Indonesia

Email : romadhotinmuza@unisda.ac.id1

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ABSTRACT

This study aims to analyze the role of teacher education for the movement in improving the professionalism of Islamic Religious Education (PAI) teachers in Lamongan Regency. The approach used in this study is a qualitative approach. Data were collected through in-depth interviews, participatory observation, and documentation. The research informants consisted of PAI teachers, school principals, and the Head of the Education Office in Lamongan Regency. Using a descriptive qualitative approach, this study explores how the program is implemented and its impact on the professional competence of Islamic Religious Education teachers. The results of the study indicate that the teacher education program for the movement has a significant contribution to improving the professionalism of PAI teachers. This program provides various training and workshops that are relevant to the needs of teachers, as well as providing opportunities for collaboration and sharing experiences between teachers. In addition, guidance and supervision from competent mentors help PAI teachers to better understand and apply innovative and effective learning concepts. The results of the study indicate that the program is effective in improving pedagogical knowledge, innovation capabilities, and skills in utilizing information technology in learning.

Introduction

One of the visions in the Indonesian government's 2019-2024 National Medium-Term Development Plan (RPJMN) focuses on developing human resources (HR) through improving the quality of education and human resource management. This objective is related to the mission of the Ministry of Education and Culture (Kemendikbud) in organizing the education and culture sector. The Ministry of Education and Culture (Kemendikbud) has launched a teacher

mobilization program that will provide opportunities for students, teachers, principals, and academics to act as facilitators and teacher leader partners. The teacher training program is a collaborative effort to transform education in Indonesia. A motivated teacher is a learning leader who encourages the growth and development of all students, who has the ability to actively develop pedagogy and to practice student-centered learning, and achieve the characteristics of Pancasila Students who are in an education ecosystem for the benefit of all.

The Teacher Mobilization Education Program is designed to focus on the quality of training and teaching with the aim of building the capacity of teachers and school leaders to support an education ecosystem that empowers and engages students in improving the quality of their learning processes and outcomes. This is an opportunity for teachers who are interested in becoming future learning leaders for a better change in the Indonesian education system, educators who are interested in change, and dare to take risks and have innovation. A professional teacher must master the subjects taught well. Educators must be truly experts in the fields they teach. In addition, teachers must also always complete and develop the knowledge they teach, so as not to grow old, in order to complete and develop the knowledge they teach and must continue to conduct research using various methods.

In order to realize the ideals, hopes and ideals of national education as stated in the 1945 Constitution, Law Number 20 of 2003 concerning the National Education System and Law Number 14 of 2005 concerning Teachers and Lecturers (UUD) are demands from all over the world. Judging from the dynamics of the development of science and technology, teachers also need to quickly adapt to the dynamics of science, technology, and culture in society. In addition, Islamic Religious Education teachers need to hone their professionalism to become professional PAI teachers.

At the normative or ideal level, there is a very fundamental difference between the description of Pendidikan Agama Islam (PAI) and non-PAI teachers, which affects the differences in requirements and standards for becoming a professional teacher. This means that the requirements, results, and standards for Islamic Religious Education professional teachers are significantly different from non-PAI professional teachers. Therefore, the focus of this study is the success of the Leading Teacher Education in improving teacher professionalism, especially Islamic Religious Education teachers in Lamongan Regency.

Pendidikan Guru Penggerak (PGP) is based on Permendikbud Ristek Number 26 of 2022 concerning Leading Teacher Education. This program aims to organize leadership education for teachers so that they become drivers of educational transformation and learning leaders. Leading teachers are a program

with the aim of creating agents in the education ecosystem. This program will be a requirement to become leaders of educational units in the future. Nadiem Makarim as Minister of Education reminded that leading teachers must have the character of a good teacher, have the will to lead, innovate and make changes.

The implementation of the Leading Teacher Education Program is regulated in Permendikbud No. 26 of 2022 concerning the Leading Teacher Education Program (Education, 2022). The following are the stages of implementation carried out in the PGP. Leading Teacher Education is implemented with the following principles: a. Professional; b. Transparent; c. Accountable; d. Open; e. Collaborative; f. Sustainable.

The purpose of the Pendidikan Guru Penggerak program is to improve the leadership and pedagogical skills of teachers, with the hope of producing a profile of teacher leaders who have the following characteristics:

a. Able to develop themselves and other teachers through reflection, sharing knowledge, and collaboration;

b. Have mature moral, emotional, and spiritual integrity so that they behave in accordance with the code of ethics;

c. Able to design, implement, reflect, and evaluate learning that focuses on students by involving the role of parents;

d. Able to develop and lead initiatives to realize the vision of educational units that support learning processes that are pro-student and in accordance with the needs of the community around the educational unit; and

e. Able to build collaboration with parents and the community in the context of developing educational units and learning leadership.

The targets of Pendidikan Guru Penggerak (PGP) are instructors, teachers, principals, and education practitioners to become facilitators and companions for prospective Teacher Leaders. Teacher professionalism is the ability of teachers to carry out their main duties as educators and teachers. This professionalism has certain criteria that can be identified and measured based on the competencies that each teacher must have. In carrying out their duties, teachers are an important part of the learning process, so that the success or failure of teaching is greatly influenced by the role of the teacher. Teaching is a profession that requires intellectually based techniques, strategies, and procedures, which must be learned in a planned manner and applied for the benefit of others.

Professionalism itself refers to traits such as abilities, expertise, and how to carry out tasks that a professional should have. This word comes from "profession," which means work that requires special skills. Thus, professionalism is an attitude, expertise, or quality possessed by a professional.

The attitude of professionalism reflects the work carried out as a main profession, not just a pastime or hobby. A professional is an expert who has in-depth knowledge in his work. They are responsible for their intellectual decisions and attitudes, and uphold professional ethics in a dynamic organization. Professionalism is reflected in the implementation of tasks in a structured manner and can be seen from personal characteristics, such as self-concept, ideas that come from within (self-idea), and the reality experienced by the individual (self-reality).

Method

The approach used is a quantitative approach. In research with a Method This study uses a qualitative descriptive method with a focus on Islamic Religious Education Teachers involved in the Teacher Mover program in Lamongan Regency. Data were obtained through in-depth interviews, observations, and document analysis. The analysis technique used is thematic analysis, where data is grouped based on themes relevant to the research objectives.

This study aims to describe the Teacher Mover Education process in improving the professionalism of Islamic Religious Education Teachers in Lamongan Regency, especially in batches 5 and 7. In addition, this study will also analyze the level of professionalism of Islamic Religious Education teachers and how 10 Teacher Mover from Batches 5 and 7 contribute to improving the quality of professionalism in Lamongan Regency. All of these aspects are the main focus of the study.

The researcher used purposive sampling method in selecting informants. This method was chosen because in researching and analyzing the professionalism of Islamic Religious Education Teachers, teachers are needed who are directly involved, follow, and have graduated from the Teacher Education Program. Therefore, informants were selected based on certain criteria and considerations relevant to the research objectives, namely those who have direct experience in running the program are Yohanes Yusi Ari, S.Pd (Head of the Teacher Community of Lamongan Regency), Ahmad Rizanu Alami (GPAI, Community Administrator, GPAI SDN Moropelang), Andik Prasetyo (GPAI SMPN 1 Babat), Moh. Hamim, S.Pd.I (GPAI SDN 2 Sidomulyo), Sulani, S.Pd.I (GPAI SDN 1 Sugihrejo), Ahmad Musthofa, S.Pd.I (GPAI SDN 2 Tejoasri), Nif'atul Lailiyah, S.Pd.,M.Pd (GPAI SDN Mojosari-Mantup), Rahmat Suyuti (GPAI SDN Sambungrejo), Ernika Nawang Wati (GPAI SDN 1 Tritunggal), Fahrudin (SDN Banaran 2) and Novida Khusnul Khotimah (SDN Mangkujajar). The eleven selected informants are expected to provide important contributions to this study related to the Education of Leading Teachers and improving the professionalism of Islamic Religious Education teachers. The researcher used the results of interviews with the selected

informants as a source of primary data. The selection of these informants was based on their involvement in the Teacher Leader Education program implemented by the Lamongan Regency Education and Culture Office, which includes Batches 5 and 7, in 132 institutions throughout Lamongan Regency. with a total of 248 teacher leaders in Lamongan Regency, of the 248 teachers there are 10 Islamic Religious Education Teachers. These 10 people will be the objects of this study. The place of research is the respective institutions of the teacher leaders, namely: SMP Negeri 1 Babat, SDN Sambungrejo, SDN Moropelang, SDN 2 Tejoasri, SDN 1 Tritunggal, SDN 1 Sugihrejo, SDN 2 Sidomulyo, SDN Mojosari, SDN Banaran 2, SDN Mangkujajar.

Result and Discussion

1. Profile of the Program Pendidikan Guru Penggerak (PGP) in Lamongan Regency

Program Pendidikan Guru Penggerak (PGP) is an initiative aimed at improving the quality of education in Indonesia through training and development of leadership competencies and teaching skills for teachers selected as agents of change in their respective schools. This program is designed to equip educators from various levels of education with leadership skills in learning and pedagogy.

The main objective of PGP is for teachers to be able to mobilize learning communities, both inside and outside educational units, and have the potential to become educational leaders who can create a comfortable and happy environment for students. The comfort and happiness of students are reflected in their positive attitudes and emotions towards school, enthusiasm in academic activities, joy when participating in activities at school, free from anxiety, no complaints about the physical condition of the school, and no social problems in the school environment. The ability to mobilize a learning community means that teachers are able to motivate and actively engage with members of their community to be reflective, collaborative, share knowledge, and learn from each other in order to achieve common goals.

In 2022, Lamongan Regency became the target of the driving teacher education program, after more than 4 previous batches. In Lamongan Regency, the driving teacher education program received a warm welcome from the Head of the Lamongan Regency Education Office, he hoped that the driving teacher education would be able to have a positive impact on the progress of education in Lamongan Regency.

The driving teacher education batch 5 in Lamongan Regency began on May 18, 2022 to November 20, 2022, while the driving teacher education batch 7 began

on October 20, 2022 to July 2, 2023. This activity was officially opened by the Minister of Education, Culture, Research and Technology, Nadiem Makarim. The teacher leader education program in Lamongan Regency was attended by batch 5 participants totaling 158 "Calon Guru Penggerak (CGP)" with details as follows: Kindergarten level 35 participants, Elementary School 56 participants, Junior High School 37 participants and Senior High School/Vocational High School 30 participants and batch 7 totaling 147 CGP with details as follows: Kindergarten level 14 participants, Elementary School 78 participants, Junior High School 17 participants, Senior High School/Vocational High School 38 participants.

2. Learning Methods for Pendidikan Guru Penggerak

The education of leading teachers in Lamongan Regency is carried out through two learning methods, namely online and offline. Leading teachers learn online through the LMS in SIM PKB. This online learning includes the MERDEKA flow (Starting Yourself, Concept Exploration, Collaboration Space, Contextual Demonstration, Elaboration, Connections Between Materials, and Real Action) in this online learning, leading teachers interact directly with facilitators and National Instructors through G-meet. While offline learning consists of workshop activities and individual mentoring, Prospective Leading Teachers are accompanied by practicing teachers.

Evaluation of Prospective Leading Teachers takes place during the training and mentoring stages. The assessment is carried out based on the results of assignments given through online and offline learning methods, as well as through practice and observation by facilitators and mentors. Input from colleagues, principals, and students is also part of the reflection and self-development process for Leading Teachers. In addition, assessment of student learning outcomes is carried out during the impact evaluation to assess the changes and improvements that occur.

The selection process for Leading Teachers batch 5 and 7 is not much different. These Prospective Leading Teachers go through several selections, namely in stage 1 administrative selection including uploading a decree as a teacher, a letter of recommendation from the principal and answering a number of essay questions. For Prospective Leading Teacher selection participants who pass the first stage of selection are entitled to take part in the second stage of selection. The second stage of selection includes learning practice activities and interviews. Before the learning practice activities, Prospective Leading Teachers are asked to upload a Learning Implementation Plan (RPP) through the SIM PKB account of each CGP. The Learning Practice lasts for approximately 10 minutes, witnessed by 2 (two) assessors from BBGP (Balai Besar Guru Penggerak). With a duration of

only 10 minutes, Prospective Leading Teachers are expected to be able to display learning optimally. After the learning practice is complete, it is continued with questions and answers related to the learning activities carried out. Next is the interview selection, this interview selection lasts for 60 minutes. Prospective Leading Teachers are bombarded with various questions related to the essays that have been written in the first stage of selection. In the interview process, Prospective Leading Teachers face 2 (two) assessors who take turns asking questions.

3. Learning Flow of Pendidikan Guru Penggerak

The 6-month Leading Teacher Education consists of online and offline learning. The following is a description of the MERDEKA flow activities (Starting from self-Concept Exploration-Collaboration Space-Contextual Demonstration-Elaboration of Understanding-Connection Between Materials-Real Action), Individual Mentoring, Workshops and Harvesting of Works from the learning outcomes of Leading Teacher Education Batch 5 and 7 in Lamongan Regency

a. **Starting from yourself**

In the Starting from Yourself Flow, there are several activities that can be done by Prospective Leading Teachers (CGP), such as:
1) Reading pages
2) Answering questions through discussions
3) Answering questions through quizzes or surveys
4) CGP needs to do one of the activities according to the instructions in each module.

b. **Concept Exploration**

In the Concept Exploration Flow, there are several activities that can be done by Prospective Leading Teachers (CGP), such as:
1) Reading pages
2) Watching videos
3) Answering questions through discussions
4) Answering questions through quizzes or surveys

CGP needs to do one of the activities according to the instructions in each module. In this Concept Exploration flow, CGP carries out their learning activities independently, either reading or watching videos.

c. **Collaboration Space**

In the Collaboration Space Flow, there are several activities that can be done by Prospective Leading Teachers (CGP), such as:
1) Entering the Virtual Room for discussions.
2) Entering the Virtual Room for presentations.

3) Collecting assignments.

CGP needs to do one of the activities according to the instructions in each module. CGP is divided into several groups to take turns presenting and providing feedback. In this activity, CGP is accompanied by a Facilitator directly through the G-meet virtual space that is embedded in the LMS.

This collaboration space activity is divided into 2, namely the first collaboration space providing understanding stimulus by the facilitator and discussion by each group. The second collaboration space, presentation activities by each group.

d. Contextual Demonstration

Contextual demonstration is an activity carried out by the driving teacher to apply the concepts that have been learned, both in class with students, and with the principal or colleagues. The purpose of this demonstration is to evaluate the driving teacher's understanding of the material that has been learned and their ability to apply the concept in the environment where they work. In this activity, Prospective Leading Teachers (CGP) must upload assignments to the Learning Management System (LMS) according to the specified deadline. The assignment can be in the form of documents, PowerPoint presentations, videos, or other formats.

e. Elaboration of Understanding

In the Elaboration of Understanding Flow, there are several activities that can be done by Prospective Leading Teachers (CGP), such as:

1) Entering the virtual room with the instructor through the LTI Elaboration of Understanding
2) Sending Questions to the Instructor

CGP needs to do one of the activities according to the instructions in each module. In the Elaboration of Understanding flow, CGP learns together with all CGPs throughout the Regency accompanied by the Instructor. This elaboration of understanding is an activity to strengthen the material by the Instructor for CGP.

f. Connections Between Materials

Connections between materials refer to the ability of prospective driving teachers (CGP) to link and integrate the materials that have been studied, from the initial material to the final material. Conveying the relationship between these materials shows the extent of CGP's mastery and understanding of the material. CGP is given the task of connecting one material to another. The tasks collected can be in the form of documents, PDF files, PowerPoint presentations, videos, or other formats

g. Real Action

In this flow, CGP will be asked to make a real action report from the material that has been studied. Real action reports generally contain reflections on real actions, ideas and concepts for good practices, real action planning, and implementation of good practices.

In the Real Action Flow, there are several activities that can be carried out by Prospective Driving Teachers (CGP), such as:

1) Collecting assignments
2) Sending answers via discussion

h. Individual Mentoring

One of the stages in the Leading Teacher Education Program (PGP) is individual mentoring. Individual mentoring is a coaching and mentoring process carried out by Practicing Teachers (PP) to Prospective Driving Teachers (CGP). The purpose of this mentoring is to develop learning experiences that are in accordance with the needs of teachers as part of the Independent Learning Policy. Individual mentoring is carried out for one week before the workshop begins. This process aims to support CGP in implementing the results of online learning and workshops.

Individual Mentoring in the Leading Teacher Education Program is carried out six times. During this activity, CGP is accompanied by Practicing Teachers (PP) who visit the schools where CGP teaches to provide direct guidance in implementing the Independent Learning program. The first mentoring was carried out in the first month, this mentoring activity focused more on the bi-weekly reflection journal written by CGP, discussing the obstacles faced by CGP at the beginning of the Leading Teacher Education Learning and finding solutions.

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The second Individual Mentoring (PI), presentation of the school's vision and mission prepared by CGP. CGP created a simple forum accompanied by the principal, practicing teachers and vice principals and several

teachers to discuss the proposed vision and mission prepared by CGP using the BAGJA flow.

The third Individual Mentoring, Individual Mentoring 3 carries the theme of mentoring the Implementation of Student-Focused Learning. With the focus of mentoring, namely Reflection of Survey Results (feedback 360) + self-assessment of the competence of the driving teacher, Discussion of plans to implement social-emotional learning, and discussion of the results

of Workshop 2 (implementation of the BAGJA stage). As well as conducting an assessment in the form of reflection of Prospective Driving Teachers.

The fourth Individual Mentoring (PI), carries the theme of mentoring the evaluation and development of the learning process, with a focus on mentoring CGP class observations to see the implementation of positive culture modules, differentiated learning, and social-emotional learning, as well as assessment of student-centered learning observations. The fifth Individual Mentoring (PI), the Prospective Leading Teachers explain the process that has been running for the past month, explain the follow-up plan from the previous mentoring, and things that are considered achievements during the past month (based on the Online Learning Monitoring Journal) by the Practicing teacher and CGP explains the results of peer learning observations and the implementation of coaching activities. The sixth Individual Mentoring (PI), the purpose of PI-6 is Reflection of self-change and the impact of Education

1) Preparation for harvesting learning outcomes
2) Collection of feedback surveys and reflection on survey results on the competency of leading teachers (feedback 360)
3) Reflection of changes in learning that have been implemented for 6 months, discuss the impact on teachers and students that occurred
4) Assessment of asset mapping; discuss whether the program objectives have been communicated to the school community

In improving the quality of education, teachers as learning leaders are responsible for developing the quality and effectiveness of learning in the classroom and school. Prospective Leading Teachers (CGP) must be able to internalize the roles and values inherent in themselves. The role of CGP, namely to be a learning leader, mobilize a community of practitioners, encourage collaboration between teachers, become a coach for other teachers, and realize student leadership. All must be encouraged so that students can grow holistically. Furthermore, in carrying out its role, CGP must be based on 5 (five) values, namely, independent, collaborative, reflective and innovative, and side with students.

i. **Workshop**

The Leading Teacher Workshop is one of the activities in the Leading Teacher Education Program (PPGP) which aims to form teachers who can become learning leaders and advance the education ecosystem in their schools and communities. This workshop is carried out face-to-face, involving Prospective Leading Teachers (CGP) and Practicing Teachers (PP), and is held in schools designated by the Lamongan Regency

Education Office, such as SMP Negeri 2 Lamongan and SMK Negeri 2 Lamongan, or other predetermined locations.

During the program, workshops were held six times. The first workshop was held at the beginning of the program to introduce the basic concepts of leading teachers, the mindset of learning leaders, the community of practitioners, and self-development plans. The second to fifth workshops were held periodically to discuss competencies related to leading teachers, such as school vision, student-centered learning, school management, and school development. The sixth workshop was held at the end of the program to evaluate the results of CGP's work during the program and plan further steps after the program was completed.

During the workshop, CGPs from one region or district gather at a designated location, with around 100-150 CGPs divided into small groups of 15-20 people per class. Each class is guided by several Practical Teachers (PP) who are tasked with providing materials, facilitation, guidance, and support to CGPs.

The learning methods used in the workshop are active, interactive, collaborative, and reflective. CGPs are given the opportunity to discuss, share experiences, conduct simulations, make presentations, conduct class observations, provide feedback, and develop action plans. In addition, CGPs are also given tasks to be completed before, during, and after the workshop, such as reading reading materials, writing reflections, filling out worksheets, making portfolios, and implementing learning in their schools and communities.

j. **Harvest of Works**

The Harvest of Works for Teacher Education (PGP) or the 7th PGP Workshop is the final procession of learning for prospective Teacher Leaders. The Harvest of Works displayed is an initiative of Teacher Leaders who collaborate with their respective groups to organize and fill in materials at exhibition stands. Before the work harvest exhibition, an opening ceremony was held in the Gajah Mada hall of the Regency Government building. The opening ceremony of the work harvest was attended by the Regent of Lamongan Yuhronur Efendi, MBA, Head of BBGP Center, Head of BBGP East Java, Head of BPKSDM Lamongan Regency, Regional Secretary of Lamongan Regency, Head of the Lamongan Regency Education Office and his staff and all school principals from the driving teachers. At the work harvest activity, the driving teachers displayed the results of their learning process.

4. Analysis of the Program Pendidikan Guru Penggerak in Lamongan Regency

The results of the research on the leading teacher education process implemented in the Regency, especially in Batches 5 and 7, have been completed in mid-2023. This means that Lamongan Regency in 2023 will have almost 300 leading teachers. Analysis of the objectives of the leading teacher education program are:

a. Objectives of the Leading Teacher Education Program
1) Improve teachers' pedagogical, leadership, and managerial abilities.
2) Support the implementation of a curriculum that is relevant to local needs.
3) Encourage innovation in learning and improve student learning outcomes.

b. Implementation of leading teacher education activities
1) Training Structure
  (a) Consists of a series of workshops, training, and mentoring by experts.
  (b) Teachers are guided to develop follow-up plans based on learning from each session.
2) Stakeholder Involvement
  (a) Involve schools, education offices, and local communities in supporting program implementation.
  (b) Collaboration with universities and other educational institutions to ensure training materials are up-to-date and relevant.

c. Impact and Evaluation
1) Improving Teacher Competence
  (a) Continuous evaluation of improving teacher competence in pedagogical, leadership, and innovation aspects.
  (b) Improving the ability to design and implement interactive and effective learning.
2) Improving Student Learning Outcomes
  (a) Monitoring the improvement of student learning outcomes after implementing new learning methods.
  (b) Use of data and analysis to evaluate the impact of the program on student academic achievement.

d. Challenges and Opportunities
1) Challenges
  (a) Time management for teachers who also have a regular teaching load.

(b) Procurement of adequate funds and human resources to support effective program implementation.

2) Opportunities

(a) Increasing collaboration between teachers and schools in developing best practices.

(b) Expanding networks for exchange of experiences and cross-institutional learning.

e. **Recommendations for the Future**

1) Sustainable and Measurable

(a) Maintaining program continuity by ensuring sufficient resources.

(b) Developing clear evaluation metrics to measure program success more measurably.

2) Digital Competency Development

Strengthening training in the use of digital technology to support distance learning and technology integration in daily learning. The teacher education program in Lamongan Regency has made a significant contribution to improving the quality of local education through teacher competency development. By continuing to identify and address existing challenges, as well as utilizing opportunities for collaboration and innovation, this program can continue to contribute positively to achieving better learning goals for students in the area. PGP in Lamongan Regency is the right step in improving the quality of education at the local level.

(a) Importance of Competency Development: Programs such as PGP are essential in developing teacher competencies. It is not only about improving teaching skills, but also strengthening the leadership and managerial abilities of the driving teachers.

(b) Challenges in Implementation: The main challenge faced is the management of time and resources. Teachers often have a heavy workload, and it is important for the program to ensure that they receive sufficient support.

(c) Benefits of Collaboration and Networking. Opportunities to collaborate between schools and with universities are positive. This can lead to innovation and sharing of best practices among teachers, which in turn will improve student learning outcomes.

(d) Expansion of Technology Mastery, in this digital era, it is undeniable that the use of technology in learning is very important. Strengthening training in the use of educational

technology must be expanded, so that teachers can integrate technology effectively into the learning process.

PGP in Lamongan Regency is a strategic step that can have a positive impact on improving the quality of education. By considering the challenges in implementation and utilizing opportunities for collaboration and technology development, this program has the potential to continue to contribute significantly to achieving better education goals in Lamongan Regency.

5. Analysis of Islamic Religious Education Teacher Professionalism

Based on the results of observations, Islamic Religious Education teachers in Lamongan Regency have met the criteria for professional teachers. Among the criteria for teacher professionalism that are evident in Islamic Religious Education teachers in Lamongan Regency are:

a. Academic Qualifications and Expertise. Having adequate formal education in accordance with the field of teaching being taught. Professional teachers usually have a bachelor's degree or higher in a relevant field. This is very clear from the educational background of Islamic religious education teachers linear with the subjects they are good at.

b. Good Teaching Skills: Able to teach effectively, use various teaching strategies, and can adjust learning methods according to student needs. This is clearly seen when Islamic religious education teachers teach in their classes, they are creative, innovative and good at using learning media.

c. Professional Development: Committed to taking regular training and self-development to improve teaching skills and pedagogical knowledge. It is clearly seen when Islamic religious education teachers register to become participants in the Teacher Movement Education.

d. Professional Ethics: Comply with the code of ethics and standards of the teaching profession, including attitudes that support a safe and inclusive learning environment. As an Islamic religious education teacher, I am very aware of the importance of complying with the code of ethics, because teachers are role models for their students.

e. Managerial Skills: Able to manage the class well, including managing learning time, assessing student progress objectively, and providing constructive feedback. This can be seen in the implementation plan that is made on how a teacher must be good at dividing time so that the material is truly conveyed to students.

f. Involvement with Students and Parents: Communicate effectively with students and parents, be involved in school activities, and support student

development outside the classroom. In several activities, Islamic religious education teachers have actively involved both students and parents in school activities. Such as the activities carried out by Mrs. Nif'atul Lailiyah in the Darling (Environmental Awareness) activity or the Pensi (Islamic Religious Education Arts and Creativity Week) activity carried out by Mr. Moh. Fahrudin Ardiana.

g. Critical Thinking and Innovation: Able to think of creative solutions to learning challenges, and be open to innovation in teaching methods and educational technology. Islamic Religious Education teachers are able to manage learning by utilizing technology and are innovative, creative in developing learning media. As was done by Mr. Andik Prasetyo who utilized gadgets for his learning and Mr. Ahmad Rizanu, Mrs. Novi, Mrs. Ernika who used projectors in their learning process.

h. Self-Reflection: Able to reflect on their own teaching practices, evaluate strengths and weaknesses, and always strive to improve themselves. At the end of each lesson, Islamic Religious Education teachers conduct a reflection with students to identify the weaknesses and strengths of the methods used in their learning process.

These criteria reflect the high standards expected of a professional teacher to provide a quality learning experience for all their students.

6. Analysis of the relationship between Teacher Leader Education (PGP) and the Professionalism of Islamic Religious Education Teachers

The analysis of the relationship between Teacher Leader Education (PGP) and the professionalism of Islamic religious education teachers can provide an overview of how the PGP program has the potential to improve the quality of Islamic religious education in Lamongan Regency. The following is the analysis:

a. Objectives and Focus: PGP aims to improve the quality of education through intensive training for selected teachers. The main focus is on developing competencies in various aspects such as pedagogy, leadership, managerial, and use of technology.

b. Program Implementation: The PGP program in Lamongan Regency involves selecting teachers who have the potential to be agents of change in their schools. They undergo a series of intensive training and receive mentoring to apply new skills in the classroom.

c. Support and Collaboration: Support from local governments, schools, and communities in providing facilities, budgets, and environments that support program implementation.

As a result of the analysis of the relationship between PGP and the professionalism of Islamic religious education teachers:

1) Competency Development: PGP provides opportunities for Islamic religious education teachers to develop new competencies in teaching Islam. They can gain deeper knowledge of Islamic teachings, innovative teaching methods, and the managerial and leadership skills needed to manage a classroom effectively.

2) Improving the Quality of Teaching: Through PGP, Islamic religious education teachers can improve the quality of their teaching, both in terms of the material delivered and the more interesting and interactive delivery methods. This can contribute to improving students' understanding of Islamic teachings and Islamic values.

3) Professional Ethics: PGP can also strengthen the work ethics and professionalism of Islamic religious education teachers. They are trained to be good role models for students in practicing Islamic values in everyday life, as well as in interacting with students, parents, and the community.

4) Impact on Students and Society: The improved professionalism of Islamic religious education teachers, the result of the PGP program, can have a positive impact on the formation of student character and strengthen religious values in the Lamongan Regency community as a whole.

PGP is important in improving the professionalism of Islamic religious education teachers in Lamongan Regency, as well as its potential impact on the quality of Islamic religious education and its influence on students and the wider community.

The Lamongan Regency Education Office realizes that the Teacher Mover Education Program can improve the potential of teacher professionalism, although there are many other things that teachers can do to improve their personal competence. A teacher needs to continue to innovate, be creative, and find other ways to improve their abilities in order to adapt to the times.

Conclusion

The Leading Teacher Education is a leadership education program for teachers to become learning leaders. This education was carried out in Lamongan Regency within a period of 1 year and has produced 2 batches, namely Batch 5 and Batch 7. In the education process, each batch lasts for 6 months, which includes online training, workshops, conferences, and mentoring for 6 months for prospective Leading Teachers. During the program, teachers continue to carry out their teaching duties as teachers.

The professionalism of Islamic religious education teachers has met the criteria for professional teachers in Law Number 14 of 2005 concerning Teachers and Lecturers. This law provides an important legal basis for establishing professional standards for teachers, the rights and obligations of teachers, and efforts to improve the quality of education in Indonesia.

Leading teacher education can increase the potential for professionalism of Islamic religious teachers. PGP provides opportunities for Islamic religious education teachers to develop new competencies in teaching Islam. They can gain deeper knowledge of Islamic teachings, innovative teaching methods, and the managerial and leadership skills needed to manage classes effectively.

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