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BECOMING ISLAMIC RELIGIOUS EDUCATION TEACHER IN SOCIETY 5.0: PROFILES AND PROFESSIONALISM

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ABSTRACTS

Background: This study is motivated by the rapid development of digital technology in the Society 5.0 era which demands Islamic religious education teachers to adapt, innovate, and strengthen their professional competence. This study uses a qualitative approach with the type of literature review research design. **Purpose:** This study aims to find out the profile of teachers in Islamic religious education, and explain how the professionalism of Islamic religious education teachers in the era society 5.0. **Method:** This study uses a qualitative approach with the type of literature review research design. **Result:** The results of this study show that: 1) The profile of teachers in Islamic religious education can be known by explaining what the functions, roles, positions, duties, responsibilities, and criteria of the ideal teacher in Islamic religious education; 2) Teacher professionalism in the Society 5.0 era requires teachers to have several skills as; Teacher Leadership, Driving Teacher, Digital Literacy, Communication, Emotional Intelligence, Global Citizenship, Team Working, and Problem-Solving. **Conclusion:** This study concludes that Islamic religious education teachers are expected to adapt to the challenges of the Society 5.0 era by not only mastering religious and pedagogical aspects, but also by strengthening digital literacy, leadership, and global competence. Professionalism of teachers in this context becomes the key to preparing students who are not only religiously devout but also competitive in a digital and globalized world.

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A. INTRODUCTION

The development of the times is a challenge that must be faced in the world of education; in this case, teachers play an essential role in improving the quality of education (Cochran-Smith 2003; Goodwin and Kosnik 2013). In addition, Ariani (2021) mentioned that the contribution of teachers in educating the nation's children can determine the quality of existing human resources (HR).

According to Squirt (2021) and Fajriana & Aliyah (2019), the role of teachers in Islamic education is not only the transfer of knowledge, but guiding the development of students' morals and spirituality is one of the keys that most determine the achievement of educational goals.

As a professional educator, it is expected to be able to guide its students to become a generation that can compete, be creative, innovative, and have good character. (Illahi 2020; Hamid 2017). 21st-century learning (the era of society 5.0), interpreted as a human-centered and technology-based society concept (Aoki, Nakamura, and Yuminaka 2019).

The era of technology-based education (*Society 5.0*), teachers are one of the factors in achieving educational goals. Its role is central, from planning and providing electronic devices to maintaining and creating good learning interactions between teachers and students. At the same time, the main role of an educator are develop faithful, moral, social, and cultured continues to be carried out. Therefore, teachers must innovate and improve their competence as professional educators. (Djollong, 2017; Mahini et al., 2012; Lestari et al., 2021; Prachagool & Nuangchalerm, 2021; Wahyono et al., 2020).

The importance of teachers in Islamic education in the era of Society 5.0, Islamic Religious Education teachers need to combine digital skills and global understanding to develop students who have good morals and are ready to face the future. Therefore, the researcher presents a profile framework for PAI teachers that are relevant to technological developments, the demands of professionalism, and the character of the 21st century, which have not been discussed comprehensively, as the ideal teacher in the society 5.0 era. How the profile and professionalism Islamic Religious Education teachers in the society 5.0 era.

B. METHOD

This research uses a qualitative research approach with the type of literature review, analyzes a problem with literacy data objects such as references, theoretical studies, scientific articles, and other references related to the profile and professionalism of Islamic religious education teachers in the era of society 5.0.

A similar thing (Afiyanti 2014) The literature review provides an overview of what is known and what is not yet known about a particular phenomenon. The analysis of this study uses similar steps by Thoifah (2021), this starts from identifying problems, collecting articles related to the profile of teachers (the role of teachers, the position of teachers, the criteria for ideal teachers), and the professionalism of teachers in Islamic education in the era of society 5.0. The researcher then sorts the data by entering the research keywords through Google Scholar indexed by Sinta, then the screening results obtained by the researcher are analyzed and concluded.

C. RESULT AND DISCUSSION

Profile of Islamic Education Teachers in the 5.0

1. The Role of Teachers in Islamic Education

The function of teachers is very central in education; not only in teaching activities, providing scientific services, guiding, and helping students achieve learning goals. Specifically the teacher's function includes acting as a planner, (*Planner*), executor (*Executor*), manager (*Organizer*), the appraiser (*Evaluators*), preserver (*Conservator*) values and norms, developers (*Innovator*) science and technology, successor (*Transmitter*) values and norms, modifiers (*Transformer*) values that apply in society, and organizers (*Organizers*) a meaningful educational process for the achievement of educational goals (Maulida 2017).

In Islamic education, teachers have the function of humanizing humans by teaching science to become perfect human beings (*insan kamil*). The main functions of Islamic education teachers include; 1) instilling an attitude of *tauhid*; 2) call to emulate the Prophet Muhammad SAW; 3) *amar ma'ruf nahi munkar* ; 4) loving; 5) to provide experience and practice of knowledge; 6) growing/developing the character of the students; and 7) the function of teaching. (Maisyaroh 2019).

Mbagho (2021) and Subakri (2020) The role of teachers in Islamic education mentioned that in addition to playing the role of educators and teachers (*Educator*) (Hökkä, Eteläpelto, and Rasku-Puttonen 2012; Vähäsantanen 2015; Zeichner 2005) Teachers also play the role of learning managers (Syamsuwir 2018); O'Dwyer & Thorpe, 2013; Underwood & Banyard, 2008), Trainers (Wahl, Patak, and Hautzinger 2012; Kandiller and Özler 2015), leaders (Esch 2018; Bryant, Wong, and Adames 2020; Polizzi et al. 2018; Dickerson et al. 2021), supervisor (Ellis, Alonzo, and Nguyen 2020; Mok and Staub 2021; Jaspers et al. 2021; Soto-Lillo and Quiroga-Lobos 2021), motivator (Vančíková 2020; Reeve, Jang, and Jang 2018) Counselor (Georgiana 2015; Morales Carrero 2020; Law 1978) Facilitator (Leander and Osborne 2008; Depolo and Bruni 2015; Rotgans and Schmidt 2011; Holland 2002; Ellerani and Gentile 2013), demonstrators, and models (Loughran & Berry, 2005); Lunenberg et al., 2007; San-Martín et al., 2021).

2. Position of Teachers in Islamic Education

The position of teachers is as professionals. Law of the Republic of Indonesia Number 14 of 2005 concerning Teachers and Lecturers (2005) states that: "*Teachers have a position as professionals at the levels of primary education, secondary education, and early childhood education in formal education paths appointed by laws and regulations.*"

Squirt (2012) Explaining that teachers as professionals carry out heavy tasks and responsibilities, they must master pedagogical competence, personality competence, social competence, and professional competence, so that teachers can lead their students to become perfect human beings (*insan kamil*) by the teachings of Islam.

Djollong (2017) Stating that teachers in Islam have a very special position. Islam highly science. Where knowledge is obtained through the process of learning and teaching. The learning process is carried out by students, and the teaching process is carried out by teachers as educators. (Djollong 2017).

The position of a special teacher is certainly balanced with his duties and big responsibility. As a teacher of Islamic education, it is not just about performing the function of providing and *transfer of knowledge*, but at the same time as an educator who are obliged to realize the goals of Islamic education, which is to develop all the

potential of students to become perfect human beings (*insan kamil*) is human with good character, professional, innovative, creative, function their intellect optimally, their conscience functions, can create culture, and have a balanced soul. (Mawardi 2013; Hasyim 2015; Ainiyah and Karsiyah 2017; Esha 2014; Alfiana and Budiantoro 2021).

The main task of teachers is to educate, teach, guide, direct, train, assess, and evaluate students. The teacher's duties show that the teacher's figure has a strategic role in the educational process, where the quality of education also depends on the quality of professional teachers (teachers are the key to success and improving the quality of services and educational outcomes. (Djollong 2017).

Darmadi (2015) explained that teachers as professional educators should be able to responsibilities as teachers to students, parents, society, nation, state, and religion. The responsibilities of teachers (professionals) include; 1) Intellectual responsibility, which is a manifestation of the mastery of learning materials deeply, which includes mastery of the subject curriculum material in schools and the scientific substance that material, mastery of the structure and scientific methodology; 2) The responsibility of the education profession is a manifestation of the teacher's understanding of students, the design and implementation of learning, the evaluation of learning outcomes, and the development of students to actualize their various potentials; 3) Social responsibility, which is a manifestation of the teacher's ability to communicate effectively with students, educators, education staff, parents of students, and the community; 4) Spiritual and moral responsibility, which is a manifestation of the teacher's as a religious person whose good behavior and moral norms; and 5) Personal responsibility is a manifestation of the teacher's ability to understand himself, manage himself, control himself, and appreciate and develop himself in a moral, spiritual and professional form.

Shabir (2015) argues the duties and responsibilities of teachers in Islam can be identified calling for the *ma'ruf* and preventing the *munkar* as a *muballigh* or *da'i*, who is *syiar* Islam.

3. Criteria for Teachers in Islamic Education

The definition of an ideal teacher in this discussion is description of a teacher in the form of knowledge, skills, and behavior of a teacher (*Competence*). In the Indonesian dictionary, competence is the authority to determine something. ("KBBI Daring" 2016). Competence is defined as proficiency or ability. The ideal teacher in Islamic education, according to Idhar (2020) it is a discussion about the professional competence of teachers in educating and guiding their students to become human beings of faith, knowledge, and good character, so they can succeed in this world and *akhirat*.

The ideal teacher in Islam according to Iskandar (2017) have a dual mission, teaching religion and science, thus illustrating that teaching Islamic education is must requires professional educators. More specifically, the competencies including basic abilities (personality), teaching ability, and skill ability.

Idhar (2020) Classify it into three abilities, namely basic abilities, general abilities, and special abilities. as follows; 1) Basic abilities (personality), are teachers' ability who have faith, have Pancasila insights, independent and responsible, authoritative, disciplined and dedicated, socialize with the community, and love students and care about their education; 2) Teachers' general abilities (teaching ability), are teachers' ability to master education and teacher training, master the curriculum, master general

methodical, master classroom management, carry out monitoring and evaluation of students, self-development and self-actualization skills; 3) Special abilities (teaching skill development) are teachers' abilities which include questioning skills, giving reinforcement, holding variations, explaining, opening and closing lessons, guiding small group discussions, managing classes, and teaching small groups and individuals.

The ideal teacher in Islamic education is not explicitly mentioned in the Qur'an. However, the qualities of an ideal teacher at least have the following criteria: 1) The teachers should have wisdom, and be able to find a problem; 2) The teachers as educators have a *ikhlas* intentions in their service; 3) Fair means that the teacher must act equally towards all his students; 4) The teacher must always be forgive for his mistakes. Because, in the process of learning and teaching, a teacher must find many unpleasant things from his students, as a speech, fighting, attitude; 5) *Istiqomah*; 6) *Alim* means a teacher who has a breadth of knowledge.

Professionalism of Teachers in the Society Era 5.0

Professional teachers play an important role in the overall educational process (Iskandar 2017). Teachers must have academic qualifications and competencies to realize the national education goals.

Pedagogic competence is the ability to manage student learning, personality competence, ability to have a strong personality, good character, wisdom, and authority and be an example for students, social competence is the ability of teachers to communicate and interact effectively and efficiently with students, colleague, parents of students, the community, and professional competence, ability to master subject matter deeply.

Siswanta, (2012). Explaining that the teacher's professional competence including; 1) teaching, which are oriented to activities in transferring knowledge, information as possible according to the instructions and guidelines that have been set; 2) educating, which is oriented to the activities of teachers to role model, which is applied to students through the internalization of good attitudes and behaviors (*akhlakul karimah*) in daily life; and 3) training, which is oriented to the activities by the teacher in guiding, giving examples and giving practical instructions related to movements, speech and other actions in the context of developing the psychomotor aspects that exist in students.

On the other hand, the Industrial Revolution 4.0 impacts people's activities so quickly. Information technology and social media have emerged not only as a means of communication and accessibility for modern society, but also as a means of media for disseminating news and learning activities in education.(Rahmawati, Ruslan, and Bandarsyah 2021).

Especially when the Covid-19 pandemic, education as one of the sectors the risk forced to change its habits from a face-to-face learning management system to virtual technology-based learning, finally requiring teachers to cdevelop their competencies and skills so that they are updated (Lestari, Hamsia, and Setiyawan 2021; Wahyono, Husamah, and Budi 2020; Prachagool and Nuangchalerm 2021). This phenomenon namely is super smart society (*Society 5.0*), giving the view that technology is necessary in almost all human activities. It can be interpreted as a concept of people's life today that is human-centered and technology-based (Tobroni 2021).

The era of society 5.0 is characterized by the use of technology in realizing technology appeared in the industrial era 4.0 in the form of digital technology, such as

the internet of things (IoT), big data, and artificial intelligence (*Artificial Intelligence*)(Aoki, Nakamura, and Yuminaka 2019).

For this reason, education must take innovative steps by utilizing technological advances, especially in information technology and networks, which must be carried out by all components of schools, especially teachers in the education system. One of them is with a distributed learning system (Leangsuksun et al. 2006), where, in general, the learning process is online learning can be implemented with a blended learning system (Blended Learning), namely a combination of traditional classes with modern technology-based learning, such as Zoom, Google Meet, Google Classroom, which is a learning method that uses an internet-based interactive model (Çubukçu and Aktürk 2020).

Teachers are *agent of change* must be able to make creations and innovations to improve the quality of learning and the quality of service in the school. (Burhanudin 2017). Teachers have a great responsibility not only for the implementation of effective learning, to help students develop their competencies, but also, teachers must continue to ensure students' moral development and character. (Hasim and Hasanah 2020).

Thus, teachers are expected to improve their professionalism to ensure the quality of learning runs well. Teacher professionalism that must be improved and developed in the era of society 5.0 include: 1) Teacher leadership is the ability to influence students to achieve learning goals and build communication with other educational ecosystems. So that the leadership role of teachers can be an interactive, consultative, participatory, and controlling figure (Mansyur 2021); 2) Characteristics as a driving teacher are the ability to carry out student-centered learning and empower colleague in their environment (Mansyur 2021); 3) Have the ability to *Digital Literacy* namely the ability of skilled teachers in the use of facilities and various platforms that can facilitate all learning activities(Fitriyani and Mukhlis 2021); 4) Have communication skills (Yanti 2019); 5) Have *emotional intelligence* (EI) can affect the behavior of a teacher in ensuring the quality of learning (Shabuddin, Halim, and Abdurahman 2021); 6) Has characteristics *Global Citizenship* are ability of teachers as agents of social change in internalization educational values for the world community (Ekanayake et al. 2020); 7) Ability as a *Team Working* are ability of teachers to form student learning groups both in face-to-face and online learning, so that they can grow a critical attitude or be able to implement a learning system *Higher Order Thinking Skills* (HOTS) (Fawwazi, Abdulkarim, and Komalasari 2020); And 8) Have the ability to *Problem solving*, the teacher's ability to solve pedagogical problems in learning (De Simone 2008).

D. CONCLUSION

The profile of teachers in Islamic education is as educators, teachers, managers, trainers, leaders, supervisors, motivators, counselors, facilitators, demonstrators, and models. Meanwhile, the position of teachers in Islamic education is as exceptional human beings. The duties and responsibilities of teachers in Islamic education are to educate, teach, guide, direct, train, assess, and evaluate students. On the other hand, the responsibilities of teachers as professional educators include intellectual responsibility, professional responsibility of education, social responsibility, spiritual and moral responsibility, and personal responsibility. The criteria for an ideal teacher in Islamic education are: 1) wisdom; 2) *ikhlas*; 3) Fair; 4) forgive; 5) *Istiqomah*; 6) *Alim*.

Teacher professionalism in the society 5.0 era, teachers are required to have several competencies, including pedagogical competence, personality competence, social competence, and professional competence. The professional competence of teachers in carrying out educational tasks is professional in teaching, educational, and professional in training tasks. The era of society 5.0 is marked by the use and realization of technology appeared in the industrial era 4.0 in the form of digital technologies such as the internet of things (IoT), big data, and artificial intelligence. Therefore, the professionalism of teachers requires to have several skills, the following: teacher leadership, driving teachers, digital literacy, communication, emotional intelligence, global citizenship, team working, and problem solving.

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