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## EFFORTS OF ISLAMIC RELIGIOUS EDUCATION TEACHERS IN IMPROVING STUDENT LEARNING COMPETENCIES AT SMAN 1 TAMBUN SELATAN

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#### ABSTRACTS

*This thesis research has two objectives: the first objective is to find out the efforts of PAI teachers in improving student learning competence in the independent curriculum at SMAN 1 Tambun Selatan, and the second objective is to find out the obstacles for PAI teachers in improving student learning competency in the independent curriculum in SMAN 1 Tambun Selatan. This research uses qualitative research methods, and this type uses descriptive observation through phenomena. It is also carried out using interview techniques by interviewing two PAI teachers and two class XI students, then analyzing the interviews by researchers with objective data and facts, which were taken from the two teachers and explained clearly and objectively. The results of this thesis research are that a PAI teacher's efforts to improve student's learning competence in the independent curriculum, namely before carrying out learning activities or before the teacher delivers material, the teacher carries out a test in reading the Al-Qur'an, then gives a test regarding knowledge of PAI material, so that the teacher can carry out learning activities according to the capacity of his students. The teacher provides inclusive guidance to his students before carrying out learning. Furthermore, the obstacles are a lack of student motivation, limited time, and a lack of learning methods.*

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## A. INTRODUCTION

One of the pillars of civilization and culture, education is inextricably linked to the progress of society. As science and technology continue to advance, society must keep up with the changes of this sophisticated era. This will enable society to adapt more quickly to the demands of this modern age (Wibowo, 2015). This communication technology is developing very quickly daily, which always adds color to life on this earth; in education, it has become a strategic component in its development. (Maritsa, 2021)

Teaching staff are essential in ensuring that education will improve, so teachers are role models and are vital in shaping student character and increasing student competency (Maisyaroh, 2014). Teacher competency is a form of action consisting of abilities, skills, attitudes, and potential that teachers need when carrying out their profession as teachers to become guides with a good attitude toward their students. (Rohman, 2020). A teacher possesses four competencies: pedagogical competence, personality competence, social competence, and professional competence (Gunawan Rizki, 2022). So, a teacher must have these four competencies, and Islamic religious education teachers at SMAN 1 Tambun Selatan must pay attention to them.

There are various types of curriculum in Indonesia, starting from 1497, 1952, 1964, 1968, 1975, 1984, 1994, 2004, 2005, and 2013, and the curriculum currently being implemented by various schools is the independent curriculum (Alhamuddin, 2017). This independent curriculum is the newest this year, and it has been used in several schools in Indonesia, especially at SMAN 1 Tambun Selatan, which has used the independent curriculum. This curriculum change was mainly influenced by the COVID-19 pandemic in Indonesia, which had implications for many changes in various sectors, especially education. The cause of the COVID-19 pandemic is that the world of education is experiencing learning lags that vary in achievement in their respective school environments (Ruqoyyah, 2020). Seeing this situation, the Ministry of Education and Culture finally tried to change its efforts to restore the learning process, and one of the efforts to overcome the educational problems that were occurring during the Covid-19 pandemic was to design a new curriculum which is currently running, namely the "Kurikulum Merdeka" (Khoirurrijal, 2022).

The Independent Learning Curriculum is one of the educational initiatives in Indonesia introduced by the Ministry of Education, Culture, Research and Technology (Kemendikbudristek) in 2020 (Suryani, 2019). This curriculum is a concept with a vision that demands independence from students, and this independent curriculum can awaken a hidden talent that a student has. (Ningsih, 2023) The statement from Mr. Nadiem Anwar Makarim is that an educator must have a very high duty and sense of responsibility; even though it is difficult to face, it all has very noble qualities (Mulyasa, 2022).

Educators have a responsibility for the future of students in the country of Indonesia, which must be based on many rules, namely the existence of readiness in terms of administration, which the educators must provide, so if these students are

economically disadvantaged, educators must reflect this noble character by helping, which should only be limited to students and educators (Manalu et al., 2022).

Law No. 14 of 2005 states that an educator is an educator who is very professional in his duties as an educator; educators must be able to educate, guide, direct, teach, train, and assess a student through formal education, primary education, and secondary education. (Eliza, 2022). However, according to previous views, an educator must be admired and imitated. What is the meaning of being admired and imitated? In Gugu, it is like an educator who must be trusted in his words, and being imitated is also like an educator who must have good behavior to be an example. To his students and as a societal role model (Khadijah, 2022).

This country, Indonesia, has a lot of human resources in many regions; human life is accompanied by what is called education; with this education, humans are more able to advance Indonesia (Supriatin, 2017) because education is essential for humans, so to develop humans in the world of education, starting from early childhood to adulthood, even though education must still exist, the facilities at the place of education must also be improved in order to increase the competency of students' learning outcomes. And also able to improve critical thinking power (Wiyoko dkk., 2019)

SMAN 1 South Tambun is the leading school in South Tambun. Its advantages are due to many things, including many people interested in it, the school facilities and infrastructure are pretty good, and this school's Islamic material is also very high level, in the Islamic religious education learning process the teachers are adequate and have mastered the material. However, there are still some teachers whose teaching is boring. This means that the problem in this school is that very few use interesting learning methods. An educator is very responsible to his students to improve competency in learning outcomes, especially in Islamic religious education subjects, such as competency in knowledge and skills (Ibrahim San, 2013). To be an educator, you must have good morals, be able to master the learning materials, and master ways to liven up the room or create a pleasant learning atmosphere to increase students' learning competence (Chan.

Islamic Religious Education contains materials that challenge Islam, such as Aqidah Akhlak, Al-Quran Hadith, Fiqh, and the History of Islamic Culture. This Islamic study has significant benefits, namely fostering good morals and can increase a person's Islamic faith (Radiansyah, 2023). Islamic education also plays a vital role in human life because it can shape human character spiritually and physically and help people achieve happiness in this world and the hereafter (Firmansyah, 2019).

Islamic religious education teachers must have creative thinking to discuss Islamic religious education lessons, which are not only taught by telling stories, but the teacher must take the students outside their comfort zone, namely in the classroom, and occasionally invite them to go for a walk, such as taking their students. Study tour to a museum with an Islamic nuance so that students have broad insight and are happy when studying Islamic Religious Education or can show films that have a good message

according to Islamic Religious Education; in this way, students will be happier and not bored when Islamic Religious Education lesson time (Wanojaleni, 2015). In the author's opinion, if the Islamic Religious Education teacher at SMAN 1 Tambun Selatan uses the methods discussed above, it will increase the competency of student learning outcomes in Islamic religious education subjects. The teacher in the independent curriculum is a driving teacher who must have a good attitude, be active, creative, and innovative, and act as a facilitator for students. Apart from that, in what he wears, a teacher must have a good, attractive appearance and be clean; that is the kind of teacher who raises students' enthusiasm (Mulyasa, 2020).

This independent curriculum requires a teacher to build a student's character to be better; in a way, the teacher must become a facilitator for his students, and Islamic Religious Education teachers themselves have their way of guiding their students by giving advice using arguments of the Qur'an and Hadith. (Anwar, 2022), So with this, students will become brilliant students and have good morals. With this independent curriculum, students can also develop their talents by being encouraged by teachers and improve their learning competencies by learning from teachers. (Filaidi, 2023).

### **Islamic Religious Education Teacher**

The teacher is also a central figure in Islamic Religious Education, who is responsible for developing his students, trying to develop all the potential that his students have, such as their psychomotor, affective, and cognitive potential. A professional teacher must have a very high position to lead his students to become good individuals and teach them to understand all the responsibilities of a student, namely seeking knowledge (Sabrina, 2023).

According to Husnul Chatimah, a teacher is someone who provides facilities for the process of developing knowledge from a learning source to students. According to Law No. 14 of 2005, teachers are professional educators with the main task of teaching, guiding, training, educating, assessing, and evaluating students, education that starts from childhood, from elementary school to middle school (Safitri, 2019).

According to Sabri a quote from (Sanjani Akbar, 2020), he explained that new developments in a teaching and learning perspective have consequences for teachers in increasing their role and competence because in a teaching and learning process and also the increase in student learning also comes from the role of a teacher, and below will be mentioned. The teacher's roles are explained as follows:

a. Teachers as mediators and facilitators

The word mediator is the same as the mediating part in the student's learning process in the classroom; for example, it is like when the teacher is providing a solution because providing a solution is the same as being an intermediary during a discussion; if the discussion does not go smoothly, that is the meaning of the mediator himself. It is a learning tool or medium (Purwanto, 2020)

So, the teacher must use fun learning media by providing exciting learning methods during teaching and learning activities so that these activities become more optimal and effective. Moreover, the teacher as a facility provides a learning model that creates a conducive learning atmosphere that is not boring.

b. Teacher as demonstrator

The meaning of this demonstrator is that as a teacher, he should understand more and understand the learning material that will be delivered to his students, and must also be able to develop his abilities in terms of the knowledge he already has because this determines the outcome of the process of improving learning competence. Student.

c. Teacher as administrator

Apart from that, teachers must also be able to become administrators because apart from being a teacher, a teacher must also be an administrator in the field of education and the field of teaching, so the teacher is required to work in an orderly administration, with all its implementation being linked to the learning process which must well administered. Because administration is done the same way as working on a learning plan, such as making a lesson plan, you have to record the results of improving student learning as a valuable document that a student has carried out their duties well and achieved exemplary achievements.

d. Teacher as evaluator

Teachers also have the task of evaluating their students, such as their duties in providing assessments and as observers of developments in increasing student learning competence. Teachers must also have complete competence in the student assessment process, but this evaluation process must still be carried out factually.

As a teacher, you also have duties, and below we will describe some of the duties teachers must carry out, namely as follows (Lamatenggo, 2016):

a. Teachers must guide

Guiding a student in the family environment is the job of parents, but at school, it is a teacher's job, so the word guiding is directing someone to be better. A teacher is required to guide his students; guiding them must also have a clear goal. Where the students who will be guided take them, this teacher can guide them on a journey based on their experience and knowledge to determine what a student will take and encourage the talents of the students the teacher is guiding. Because the teacher has the right to be responsible for a student's journey until he graduates and the student has a good goal.

b. Teachers must teach

Time after time, times will continue to change, like today's technological era, a sophisticated era; learning nowadays also uses technology, such as looking for learning resources through technology, such as using cell phones on the internet and becoming a teacher before teaching a student about technology. Teachers must also be able to keep up with developments in the technological era so teachers can convey to their student's lessons that contain things that are currently developing in this day and age; teachers must be able to help their students teach lessons that students do not know yet, for example giving assignments. Who uses technology because not all students understand technology?

c. Teachers must educate

The teacher is a role model for students and the surrounding environment, which is why the teacher must have a good personality, discipline, authority, and independence and also understand social and moral values. Apart from that, teachers have a critical task. The important thing is to be someone responsible for the learning process in school.

d. Teachers must assess

Assessing is the same as evaluating, where the teacher gives assignments to be done after the teacher explains the material. Because the assignment is used as material for the teacher's assessment of the student's results after working on the questions that have been given, the assignment can also be used as an evaluation for the student. Apart from giving assignments, the teacher can allow students to ask questions. In this way, the teacher can directly evaluate the material that has been explained.

### **Student Learning Competencies**

Competency is a set of skills, knowledge, and behavior that must exist in humans. It must also be mastered and felt by students because having competence in students will improve student learning (Hamzah, 2017).

According to Miller, Rankin, and Neathey, quoted by Parulian Hutapea and Nurianna Thoha, competency is a description of what every human being must do in order to be able to carry out a work or learning process very well. Competence itself is also the level of achievement of a person's work; work achievement is at a satisfactory or unsatisfactory level, and it all depends on the competence possessed by humans (Prawiyogi, 2020).

Learning itself has many meanings, so it is not easy to understand. Several experts will define this word as learning. Hilgard believes that learning is a process that creates an activity indoors or outdoors, different from a change without practice. Moreover, according to Nasution, learning is learning as an addition to knowledge; apart from that, learning is also experience and practice (Herawati, 2018).

So, student learning competency is a process carried out by a student in changing behavior and providing lessons about knowledge and skills to students because knowledge and skills are competencies that students must have.

### **Kurikulum Merdeka**

The word curriculum comes from Greek, which has two words: *curry* and *curare*. Both have the meaning of a place to race. In terms of curriculum, there are many opinions, according to experts. According to Crow and Crow, the first is the opinion that the curriculum is content that includes subject matter that students will later study. Meanwhile, according to S. Nasution, the curriculum is a learning plan that has been prepared and aims to launch a learning process, which is a big responsibility in guiding students. (Madhakomala, 2022).

The Merdeka Curriculum is one of the curricula of intracurricular learning that has diversity, where this learning is more optimal so that students have enough time to digest a concept more deeply and improve their competencies (Malikah et al., 2022). The independent curriculum itself is to produce a process and student interest through a project to improve the achievements as a Pancasila student profile, which will be developed by themes that the government has determined; this Pancasila project is not included in the content in learning as usual (Shagena, 2022).

The aim of the independent curriculum itself is to answer problems in the world of education in the past, with the presence of this new curriculum so that it can provide direction to increase potential and increase student competence (Lestari, 2022). Moreover, this independent curriculum also has a function, namely increasing the potential that students have, one of which is from the learning process, which has been made relevant and interactive; this interactive learning can be carried out through projects, and with this learning project, it can make students interested. Moreover, it is easier to find issues that are currently developing (Nasution, 2022).

### **B. METHOD**

This research uses qualitative research methods, and this type uses descriptive observation through phenomena. It is also carried out using interview techniques by interviewing two Islamic religious education teachers and two class XI students, then analyzing the results of the interviews by researchers with objective data and facts. Taken from the two teachers and two students and explained clearly and objectively. Meanwhile, data analysis techniques involve data reduction, presentation, and conclusion. The research location is at SMAN 1 Tambun Selatan, and the research period is from July to August 2023.

## C. RESULT AND DISCUSSION

### **Islamic Religious Education Teachers' Efforts to Improve Student Learning Competencies in the Independent Curriculum at SMAN 1 Tambun Selatan**

Based on the research findings, the author believes that an effort made by an Islamic religious education teacher as an educator who has the task of improving students' learning competence in the independent learning curriculum is as follows:

The first effort is to train in reading the Al-Qur'an and knowledge about Islam before learning. This means that with this training you can find out a student's achievements. So it is easier for the teacher to deliver the following material. Furthermore, the second effort provides direction or guidance. Like giving instructions when it is time to learn not to play on your cellphone and not to talk about things that are not important. An inclusive atmosphere for carrying out learning so that students are more focused in carrying out their learning.

Relevant to the narrative above, Akmal, in his journal, said that education is a process of a conscious effort by students to create an active learning atmosphere aimed at developing their potential in having spiritual or religious strength, morals, and skills. (Akmal, 2022). This is also in line with what was conveyed by (Aminah, 2023) that the teacher's task is to educate; well, this task is also equivalent to Mr. Akmal's opinion that in the explanation that education has the aim of developing a student's potential by having spiritual strength, namely with his morals, and also with the student's skills, well, There is a teacher whose job is to educate his students (Gunawan Rizki, 2023)

In line with the view of this research, a PAI teacher must also develop his spiritual knowledge at SMAN 1 Tambun Selatan before learning. The teacher provides training in reading the Al-Qur'an and Islamic knowledge. So, besides students having the potential for knowledge, they must also have skills in reading the Al-Qur'an.

The following findings show that the obstacles faced by a teacher and his students in improving student learning competence in the Merdeka curriculum include the following:

- a. Lack of student motivation
- b. Lack of learning methods
- c. Constraints with limited time
- d. There are differences in students' abilities and backgrounds
- e. , Constraints on adequate competence



## D. CONCLUSION

Based on research problems regarding the efforts of Islamic religious education teachers to improve student's learning competence in the independent learning curriculum at SMAN 1 Tambun Selatan, it was concluded that there must be training to determine the level at which students understand Islamic religious education lessons. This is important so that teachers can provide material according to student's level of understanding. Apart from that, there is also training similar to memorizing Al-Qur'an verses because the learning aims to increase students' potential in the subject of Islamic religious education itself. Furthermore, Islamic religious education teachers must also create a fun and open learning environment that does not bore students when learning in class by creating fun methods when teaching Islamic religious education.

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