

**RELIGIOUS TEACHER PERFORMANCE:
REVITALIZATION OF ISLAMIC RELIGIOUS
EDUCATION (IRE) TEACHERS AS INNOVATORS**

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Abstract: *IRE teachers are the spearhead of success in learning religious education at schools. Curriculum changes will not have much impact on the quality of learning, if the quality of teachers is not improved. The strategy taken is to improve the performance and quality work of teachers, because the function of teachers are not only as an educator and facilitator, but also acts as an innovator in education. Innovators are not only means "changing" but also presents something that is really new and able to make the old things become new existence in context to the present. So innovative teachers are required and have a good performance, not only physically but also responsibility and performance, so as to improve the quality of education and special learning in Islamic religious education. The main performance of teachers from the physical aspects such as appearance and fashion, but far more important is competence in the mastery of learning materials, the ability of managing the class, the authority as education, social interaction and exemplary both at school and in the community. IRE teachers with good performance will not only able to inspire for learners, and even will be able to produce renewal in IRE.*

Keywords: *Performance, Innovator, Islamic Education*

Introduction

Teacher is the figure who became the center of attention in the learning process, the teacher is also considered as a model in which every attitude, he said as well as his appearance all become the center of attention of students. In this case the teacher also did not escape from the assessment of students against him, there are according to the student teacher figure is considered good and unfortunately the teacher who is considered bad is all depends on how the teacher becomes a model figure in front of the students.

Quality education will be able to create quality human resources as well, so as to compete in the era of globalization as it happens today. Educational objectives are human beings to assist learners in developing their human potential.¹ As Islamic education aims to develop the nature of the diversity of learners to be more able to understand, live and practice the teachings of Islam. Islamic education in basic education aims to cultivate creed or belief, through the giving, fertilization and development of knowledge, appreciation, experience of Islamic Religion, in order to become a growing Muslim man in terms of faith, piety to Allah almighty, and realize a devout Indonesian man religious and noble, human knowledge, diligent, intelligent, productive, honest, fair, ethical, disciplined, tolerant, maintaining personal and social harmony and developing a religious culture within the school community.²

Islamic education is very important role in the formation of the attitude of learners. But in reality it shows that the subjects of Islamic

¹ Umar Tirta Raharja, *Pengantar Pendidikan* (Jakarta: Rineka Cipta, 2005), hal. 1.

² Muslam, *Pengembangan Kurikulum PAI, Teoritis & Praktis* (Semarang: Pusat Kajian dan Pengembangan Ilmu-Ilmu Keislaman-PKPI2, 2008), hal. 41.

education are less contributing in that direction. This is caused by several obstacles, among others related to the time allocation as stated in the Islamic Education curriculum (IRE) from the Ministry of National Education only two or three hours of lesson with a content that is so dense content. Another obstacle is the lack of participation of subject teachers who are not Islamic education in giving motivation to learners to practice the values of religious education in everyday life. Harun Nasution as quoted by Muhaimin explained that the lack of maximum learning outcomes is due to the practice of education only pay attention to the cognitive aspect of the growth of consciousness values (religion) and ignore the fostering affective aspects.³

During this time many thoughts and policies in order to improve the quality of Islamic education is expected to provide a new nuance for the development of education system in Indonesia. However, in some ways the conceptual thinking seems romantic and less realistically idealistic that field executives often experience barriers to realizing it.⁴ In an educational effort, there needs to be an educator / teacher. Teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing and evaluating learners in early childhood education formal education, primary and secondary education.⁵ The current crisis in education where the quality of education is low, it is time

³ Muhaimin, *Pengembangan Kurikulum Pendidikan Agama Islam di Sekolah, Madrasah dan Perguruan Tinggi* (Jakarta: PT. RajaGrafindo Persada, 2010), hal. 23.

⁴ Ibid., hal. 16-17.

⁵ Republik Indonesia, “Undang-Undang Republik Indonesia No. 14 Tahun 2005 Tentang Guru dan Dosen” (Jakarta: Sekretariat Negara RI, 2005), hal. 2.

for teachers to realize the importance of professional teachers.⁶ The low quality of teachers to run their profession in the past three decades has received public attention. Therefore, the improvement of teachers' ability especially in the implementation of the learning process becomes the focus to improve the quality of teachers.

The role of teachers in the class is very important, because the activities undertaken are transferring knowledge, skills, and values to learners, so that the transformation has meaning for learners in developing themselves in the community. To generate student motivation in learning, teachers need to need appropriate strategies and approaches. One of them is to pay attention to his performance. Performance here is not only interpreted as an outward appearance, but also related to the competencies they have, thus increasing the confidence and can provide motivation to learn religion to students. Therefore, in this paper will be discussed about the performance of teachers as an innovator of Islamic religious education.

Method

Research Approach

This type of research is a field research that seeks to get an accurate and complete description, can also explain why it happens based on facts and data in the field. This research procedure also can generate descriptive data which include: observation or behavior that can be observed from the people (subject) itself. To disclose it requires an in-

⁶ Moh. Uzer Usman, *Menjadi Guru Profesional* (Bandung: Remaja Rosdakarya, 2010), hal. 1.

depth review of the situation and a reasonable setting.⁷ While the design of this study is a case study. This is consistent with the notion that case studies are comprehensive, intense, detailed and in-depth studies and more directed as an attempt to examine contemporary problems or phenomena.⁸ According to Yin, the case study is a phenomenon study (the 'case') in its real-world context.⁹ Study of a phenomenon (case) in a real-world context. Furthermore, Dawson adds that, the phenomenon being researched is studied in its natural context, bounded by space and time.¹⁰ The phenomenon being studied is in a natural context, limited by place and time.

This study uses a qualitative approach with the intent to explore and explore about a phenomenon or social reality, by way of describing a number of aspects relating to the problem and the unit under study. This study aims to obtain a detailed description of the Religious Teacher Performance in The State of Junior High School (SMPN) 1 Tulungagung. Naturalistic research paradigm or commonly referred to as interpretive or non positivistic paradigm. This paradigm is commonly used in qualitative research. In accordance with the function of science in general, the use of naturalistic paradigms is intended to explain and explain what nature, character and causality or influence the events and phenomena of organizational culture in schools studied. In addition, naturalistic

⁷ Lexy J. Moleong, *Metodologi Penelitian Kualitatif* (Bandung: Remaja Rosdakarya, 1998), hal. 39.

⁸ Burhan Bungin, *Analisis Data Penelitian Kualitatif* (Jakarta: PT. RajaGrafindo Persada, 2003), hal. 20.

⁹ Robert K. Yin, *Qualitative Research from Start to Finish* (New York: Guilford Press, 2011), hal. 17.

¹⁰ Dawson R. Hancock dan Bob Algozzine, *Doing Case Study Research: A Practical Guide for Beginning Researchers* (New York: Teachers College Press, 2006), hal. 15.

paradigm is used because it allows researchers to find meaning and understanding of every phenomenon. The reason for the use of this design is because: (1) provides the boundary of research background, (2) this research wants to know and explain deeply and comprehensively about the religious teacher performance, (3) researcher pay attention to effort done by both leader and lecturer to improve the quality of learning, (4) this research data is analyzed inductively, and (5) the essential meaning in this research is the most important thing.

Research Sites

The location of this research is SMPN 1 Tulungagung. This location was chosen because SMPN 1 Tulungagung has a mission vision related to the improvement of teachers' performance as innovator. In addition, religious teachers have an important task in coaching teenage mosque who has a mission that is: (a) held a religious activity routines as a step to implement the Islamic law and inculcate Islamic habits; (b) perform da'wah; (c) to educate competent cadres in both social and spiritual life, (d) to develop potential members through extracurricular activities by youth mosques, and (e) participate in sharing activities both within and outside the school.

Data Source

Data source or research informant (research subject) this is informant chosen purposively, that is sample selection with consideration based on subject matter master, having data and willing to give data. As Bogdan and Biklen discloses that in case study data formats are used as data sources (research subjects are sources that refer to

humans/individuals or groups, documents or conditions).¹¹ Data sources can be things, events, people, situations that can provide information and observation. The researcher in this case collects data based on the information and observation of the situation as reasonable, friendly as it is, without any engineered influence. Informants of this study include: (1) principal, (2) religious teacher, (3) learners. The main data source in this research is the words and behavior of the teachers, especially in SMPN 1 Tulungagung. Additional data sources include written data and information from several informants. Technique of checking data (triangulation) done to graduate users. Data were obtained by observation, interview and documentation. The data is qualitative data, oral and written words, as well as documents, archives and photographs.

The data in this study is information or facts obtained through observation or research in the field that can be analyzed in order to understand a phenomenon to support a theory.¹² Data collection by snowball sampling technique ie key informants will appoint people who know the problem to be researched to complete their statement and the person appointed to appoint another person when the information is inadequate so on.¹³ As for the primary data obtained in the form of words and spoken words (verbal) and behavior of the subject (informant) correlated with the role of religious teachers as an innovator of Islamic

¹¹ Robert C. Bogdan dan Sari Knopp Biklen, *Qualitative Research for Education: An Introduction to Theory and Methods* (Boston: Allyn & Bacon, Inc., 1982), hal. 56.

¹² Jack C. Richards, *Logman Dictionary of Language Teaching and Applied Linguistic* (Kuala Lumpur: Longman Group, 1999), hal. 96.

¹³ Willem Mantja, *Penelitian Kualitatif dan Manajemen Pendidikan* (Malang: Winaka Media, 2003), hal. 7.

education. While secondary data obtained from documents, photographs and objects that can be used as a complementary primary data.

Data Collection Techniques

The study used several data collection techniques, namely: (1) participant observation, (2) in-depth interview, and (3) documentation study.¹⁴ In this study, the data was obtained through observations and interviews with principals related to vision, mission in general and religious teachers, then also to other selected informants in the field with snowball sampling technique to modify the new theory, to saturation point.¹⁵ At this stage the research is considered complete and can be taken verification and conclusion. Qualitative data will be interesting if able to describe the phenomenon that occurs in a solid and deep.¹⁶

Data Analysis

Data analysis technique in this research is qualitative descriptive technique that is inductive. Researchers plunge into the field, studying, analyzing, interpreting, and drawing conclusions from existing phenomena in the field. Data analysis was performed before, during and after field research. Analysis of data before in the field is still temporary and will develop according to the conditions in the field. While the data analysis in this research will be conducted simultaneously with data collection process. Last analysis after in the field, the analysis is done after the data from the field is collected. With these steps can be obtained

¹⁴ Robert C. Bogdan dan Steven J. Taylor, *Pengantar Metode Penelitian Kualitatif*, trans. oleh Arief Furchan (Surabaya: Usaha Nasional, 1992), hal. 65.

¹⁵ *Ibid.*, hal. 68.

¹⁶ Matthew B. Miles dan A. Michael Huberman, *Analisis Data Kualitatif*, trans. oleh Tjetjep Rohendi Rohidi (Jakarta: UI-Press, 1992), hal. 73.

conceptual findings that are more comprehensive and can be abstracted in depth about the performance of religious teachers.

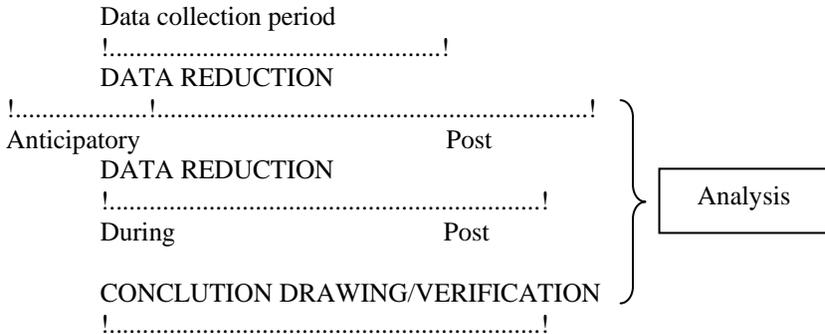


Figure 1
Flow Model Data Analysis Component

According to Miles and Huberman, the analysis of qualitative research data can be done through three activities that occur simultaneously: 1) data reduction, 2) data display, and 3) conclusion/verification.¹⁷

Result and Discussion

Performance of IRE Teachers at SMPN 1 Tulungagung

The teacher's performance at SMPN 1 Tulungagung in accordance with the objective of K13 is to shape the character of the students. In the implementation not only the students who are expected to have character, but also the teacher. Because the formation of student characters will be difficult if the teacher is have not character. Ranging from religious, honest, disciplined and responsible to his duties as an educator.

The term performance can be interpreted as deeds, usability, achievement, results, and implementation. Performance is often

¹⁷ Matthew B. Miles dan A. Michael Huberman, *Qualitative Data Analysis* (California: SAGE Publication, Inc., 1992), hal. 22.

interpreted as appearance. The appearance of a teacher becomes a matter of concern when giving instruction to students. Because with a good performance will give confidence in yourself and attract the attention of learners.

Performance in this discussion of course not only related to the physical course, but also how the attitude and deeds of a daily teacher so that it can serve as an example for learners. In the context of IRE teachers, the competence in the field of Islamic religion as an absolute must have a teacher. Because this competency will affect the performance of teachers in carrying out their daily profession. As Anwar said,¹⁸ that the success of performance is also determined by the work and ability of a person in that field. Performance can also be interpreted as a person's ability to perform their duties properly to produce satisfactory results, in order to achieve the goals of an organization or group in a work unit.¹⁹

From some exposure on the performance above it can be concluded that the performance of teachers is the ability shown by the teacher based on the professional responsibility that the teacher has in performing the task or job. It is shown on the quality of work, the speed and accuracy of work, the initiative in work, the ability to work, and the ability to communicate the work. Performance is said to be good and satisfactory if the goals achieved in accordance with predetermined standards.²⁰

¹⁸ A. A. Anwar Prabu Mangkunegara, *Manajemen Sumber Daya Manusia Perusahaan* (Bandung: Remaja Rosdakarya, 2000), hal. 67.

¹⁹ Henry Simamora, *Manajemen Sumber Daya Manusia* (Yogyakarta: STIE YKPN, 1995), hal. 433.

²⁰ Nanang Fatah, *Landasan Manajemen Pendidikan* (Bandung: Remaja Rosdakarya, 1996).

Teacher performance is basically a performance performed by teachers in performing their duties as educators. The quality of teacher performance will determine the quality of educational outcomes, because teachers are the most directly in touch with students in the process of education/learning in school institutions. Thus, the performance of teachers in the learning process is the ability of teachers in carrying out their duties as teachers who have the expertise to educate students in order to foster learners for the achievement of educational institutions.

Professionals are the best resources of an organization or educational institution so that their performance evaluation becomes one of the most important variables for organizational effectiveness. In education, it is important to have an effective performance appraisal tool for professional workers who are the most important part of management efforts to improve effective organizational performance.²¹ Performance reflects the success of an organization, then it is important to measure the characteristics of its workforce. Teacher performance is the culmination of three interrelated elements of skill, effort of nature of circumstances and external conditions. The skill level is the raw material that a person takes to the workplace such as experience, abilities, interpersonal skills and engineering skills. While external conditions are the extent to which external conditions support work productivity.²²

²¹ Yaslis Ilyas, *Kinerja: Teori, Penilaian, dan Penelitian* (Jakarta: Pusat Kajian Ekonomi Kesehatan Fakultas Kesehatan Masyarakat UI, 1999), hal. 56.

²² Sulistyorini, "Hubungan antara Keterampilan Manajerial Kepala Sekolah dan Iklim Organisasi dengan Kinerja Guru," *Ilmu Pendidikan* 28, no. 1 (2001): 62–70.

According to Anwar Prabu Mangkunegara, factors that affect teacher performance are ability factor and motivation factor.²³ (1) *Capability factor*. Psychologically, the ability of teachers consists of potential ability (IQ) and the ability of reality (knowledge + skill). This means that a teacher who has a high educational background and in accordance with the field and skilled in doing the daily work, it will be easier to achieve the expected performance. Therefore, teachers need to be set on work that suits their expertise. With the placement of teachers in accordance with the field aka can help in the effectiveness of a learning; (2) *Factors of motivation*. Motivation is formed from the attitude of a teacher in facing the work situation. Motivation is a condition that moves a person directed to achieve educational goals. C. Mecllland says in his book Anwar Prabu argues that there is a positive relationship between the achievement motive and the achievement of performance.²⁴ Teachers as educators have heavy duties and responsibilities. The teacher must realize that he must do his job seriously, responsibly, sincerely and not carelessly, so that the student can easily accept whatever is delivered by his teacher. If this is achieved then the teacher will have a high level of performance.

Teacher Performance as Islamic Religious Education in SMPN 1 Tulungagung

Performance of religious teachers at SMPN 1 Tulungagung is shown by improving performance and creativity. Creativity is shown by the creation and development of learning media. In K13 ratings are emphasized on authentic assessment, so teachers make an effort by asking

²³ Mangkunegara, *Manajemen Sumber Daya Manusia Perusahaan*, hal. 67.

²⁴ *Ibid.*, hal. 68.

students to assess themselves and rate their friends. In this way it is hoped that there will be real results. Other than that the use of mind mapping in Islamic learning is very helpful for students to understand the material being taught.

Today's educational innovation is an appropriate topic to discuss as it relates to government efforts to improve the curriculum of education, especially Secondary Education by enacting Curriculum Content Standards 2013 (K13), including the subjects of IRE. Educational innovation in the form of curriculum preparation by the government is included in the innovation model called "top-down model" which is the innovation of education created by certain parties as the leader/supervisor applied to subordinates.²⁵

Accompanying this form of innovation, usually arise various phenomena whose effects are usually exposed directly to the users of the field curriculum that arise when the innovation is realized. The phenomenon, among others: obstacles and resistance from the executor of innovation such as teachers, students, facilities, funds, society and so forth. In addition to the above model is also known "bottom-up model" is the innovation model that comes from the bottom and the creation of the bottom (practitioners in the field) and implemented as an effort to improve the implementation and quality of education.

In relation to the enforcement of K13, then this government innovation will be more effective in achieving its target if accompanied by progressive attitude of education implementers in the field, especially

²⁵ Dede Nurzaman, "Inovasi Pendidikan Agama Islam dalam Merespon Diberlakukannya KTSP," *Jurnal Pendidikan Dasar* V, no. 7 (2007), http://file.upi.edu/Direktori/JURNAL/PENDIDIKAN_DASAR/Vol._V_No._7_April_2007/Inovasi_Pendidikan_Agama_Islam_dalam_Merespon_Diberlakukannya_KTSP.pdf.

teachers. They should be encouraged to innovate that can improve the professional quality as the spearhead of curriculum developers in the field.

Although, in terms of curriculum development as demanded by K13 most teachers are faced with capacity constraints. This is because teachers have been prepared for not only as professional curriculum developers but as teachers and educators. Otherwise there will be no significant change in the curriculum change, other than the change of syllabus format and learning implementation plan (RPP), even if there is a character change only visible on the sheets of paper, but not soluble and implemented in the process real learning.

Thus, the teacher's inadequate competence, the teacher's professional base as a non-supportive curriculum development, coupled with the ineffectiveness of K13 socialization, ultimately the teacher is confused in responding to the educational innovation of the government in the form of K13. However, please note that the IRE lesson material in K13 does not undergo significant changes. So even if IRE teachers are required to respond to educational innovation, the most important and more realistic pragmatic response is to innovate in this type of "bottom-up model" innovation.

According to this model, teachers' innovations are aimed more at improving the professional quality of teachers as education and teaching in the classroom. Among others, by increasing their competence in designing and managing learning that is truly effective, making children who possess Islamic spiritual intelligence and mastering basic religious skills according to their age level and mental development.

As expressed by Muhammad Idris as cited by Dede, experts convey various insights, understandings, interpretations of innovation by

providing various definitions of various innovations. Among other definitions of innovation are said by White as quoted by Dede which read: "Innovation ... more than change, although all innovations involve change." (Innovation is ... more than a change, although all innovations involve-change). It is important to know clearly the difference between innovation and change, as revealed by Nichols in Dede, as follows:

“Change refers to “continuous reappraisal and improvement of existing practice which can be regarded as part of the normal activity ... while innovation refers to Idea, subject or practice as new by an individual or individuals, which is intended to bring about improvement in relation to desired objectives, which is fundamental in nature and which is planned and deliberate.”²⁶

Nichols emphasized the difference between change and innovation as he said above, that change refers to the continuity of judgment, reinterpretation and re-expectation in the improvement of existing educational implementation which is regarded as part of ordinary activities. While innovation according to him is referring to the idea, object or practice something new by a person or group of people who intend to improve the expected goals.

To make innovations, the first thing to do is to recognize the situation and the situation carefully, then to know and identify the things related to the perfection in learning IRE. The influence of environment, global society, and technological development play a role in this matter especially to morals student. So that teachers need a certain strategy in the effort of moral character building continuously. The goal is that students remain under the supervision of both teachers, parents, and community so

²⁶ Ibid., hal. 2.

that it can develop as it should be without having to leave the development of the times.

Professional Teacher Personality Attitude in SMPN 1 Tulungagung

Attitudes and behaviors of professional teachers at SMPN 1 Tulungagung can be seen from their way of teaching, ie they behave well toward students, carrying out democratic learning, positioning students as an independent and responsible education subject.

The educational process in an advanced, democratic and open society demands an interaction between educators and learners professionally. This can only be done by a professional teacher, a teacher who has the characteristics of professionalism. Professional teachers are teachers with expertise, responsibility, and a sense of well-being supported by strong professional ethics.²⁷ For that he must have had adequate competence qualifications: intellectual, social, spiritual, personal and moral competence. While H.A.R Tilaar announce the profile of 21st century professional teachers as follows. (1) Having a mature and developing personality as defined by Maister "professionalism is predominantly an attitude, not a set of competencies only." This means that a professional teacher is the chosen superior person; (2) Mastering strong science and technology. Through these two things a professional teacher will inspire his or her students with science and technology. A professional teacher should be a 'scientist' formed into an educator; (3) Master the skills to generate interest and potential learners. Therefore a professional teacher must master the methodological skills of teaching students. This characteristic distinguishes the teaching profession from

²⁷ Mohamad Surya, *Teori-Teori Konseling* (Bandung: Pustaka Bani Quraisy, 2003), hal. 28.

other professions. If these characteristics are not really mastered by the teacher, then anyone can be a 'teacher' as it is today. The further consequence of this is that the profession of teachers will lose their 'bargaining position'; (4) Continuous professional development. Teacher profession is a profession to educate. As well as the ever-evolving educational science, the profile of a professional teacher is a teacher who continuously develops his or her competence. The development of these competencies can be done institutionally, in educational practice, or individually.²⁸

To emphasize the successful performance of educators as professional teachers and a strategic position in building society, Surya emphasizes the need for a teacher to have an effective personality. Personality is the overall behavior in various aspects that qualitatively will shape the uniqueness or uniqueness of a person in interaction with the environment in various situations and conditions. The effective personality of a teacher is a qualified personality capable of interacting with the best educational environment so that the needs and goals of education can be achieved effectively.

Effective personality has a number of competencies that derive from the subject mastery component (subject matter), professional quality, process mastery, adaptability, and the quality of personality. Effective personality will be realized through the full functioning of human potential fully and intact through the interaction between the self and the environment. According to William D. Hitt as quoted by Dede, human potential is among others the reasoning power that is based on four levels

²⁸ H.A.R. Tilaar, *Beberapa Agenda Reformasi Pendidikan Nasional dalam Perspektif Abad 21* (Magelang: Tera Indonesia, 1998), hal. 98.

of steps: (1) Coping, which is the ability to perform actions in the face of the everyday world well; (2) Knowing, the ability to understand the reality and truth of the everyday world; (3) Believing, underlying beliefs of action, and (4) Being, that is authentic and meaningful self-realization. If we look at the effective personality characteristics as described above, it appears that the elements are closely related to factors of competence and the psychological potential of a person.

Innovative Learning in IRE

The innovation of Islamic religious education teachers conducted at SMPN 1 Tulungagung was done through the making of textbook compiled by the Islamic religious education teacher forum, but also through the development and utilization of the mosque as the center of Islamic learning, in addition to the use of varied learning strategies, especially the use of mind mapping, and authentic assessment.

A number of psychological rules, approaches and outlooks on learning as teachers have learned through self-development, in the context of classroom learning are self-contained. All will be meaningful if realized in a strategy and learning model. Teachers are expected to be more creative in designing learning strategies of Islamic Education so that more varied. For elementary school students who are still psychologically in concrete operational stage requires a variety of media and visual aids and learning that is active, creative, effective and fun to assist students in constructing their knowledge, especially in the field of Islamic Education.

In contrast to high school education, where students must begin to recognize and be required to understand abstract material. It will be a challenge for the teacher to how the concept can be embedded. Of course by determining the right learning model. Understanding on the concept of

a strong Islamic Religious Education resulting from a series of learning experiences will be a provision for students in the course that includes approach, strategy, methods, and techniques of further education.

The term "learning model" is different from learning strategies, learning methods, and learning principles. The learning model includes a broad and comprehensive learning model. Ismail in Widdiharto mentions that the term learning model has four special features that are not owned by a strategy or a particular method, namely: a logical theoretical rational composed by the creator; the learning objectives to be achieved; the teaching behavior required for the model to succeed; and the learning environment needed for the learning objectives to be achieved.²⁹ Suherman mentions that the learning model is intended as a pattern of student interaction with teachers in the classroom that involves strategies, approaches, methods, and learning techniques applied in the implementation of teaching and learning activities in the classroom.³⁰ So the pattern of interaction of teachers with students and students with students role to distinguish between one model with another model.

Each model of learning in religious education has its own orientation and emphasis. However, if it refers to the latest curriculum demands, the learning of Islamic Education with any model but always oriented to the principles of PAKEM (Active, Creative, Effective, and Joyful Learning) by always considering the contextual elements related to the environment and everyday events. Such learning model can be seen as an alternative learning model for learning Islamic Religious Education.

²⁹ Rahmadi Widdiharto, *Model-model Pembelajaran Matematika SMP* (Yogyakarta: Dirjen Dikdasmen, PPPG Matematika, 2004), hal. 3.

³⁰ Erman Suherman dkk, *Common Text Book: Strategi Pembelajaran Matematika Kontemporer* (Bandung: JICA-UPI, 2001), hal. 8.

Associated with the strategy of learning IRE, Suherman stated that what is meant by strategy is a strategy or tricks deliberately planned by the teacher, with regard to all the preparation of learning for the implementation of learning runs smoothly and goals in the form of learning outcomes can be achieved optimally.³¹ Widdiharto mentions that the learning strategy is a strategy to conduct learning activities that aim to change one state of our learning into the expected learning situation.³² Learning strategies are usually made in writing, from curriculum review, creating a one-semester or a year teaching program, and developing lesson plans.

To change that situation can be pursued by various learning approaches. An approach can be done more than one method and one method can be used more than one technique. Simply can be sorted as follows:



The learning approach of Islamic Religious Education is the way in which the teacher in the implementation of learning so that the concept presented can adapt to the students. There are two types of approaches: methodological and material approaches. The methodological approach is concerned with how students adapt the concept presented to their cognitive structure, which is consistent with the way it presents the material. While the material approach is the approach of learning Islamic Religious Education where the teacher in presenting the concept through other concepts.

³¹ Ibid., hal. 6.

³² Widdiharto, *Model-model Pembelajaran Matematika SMP*, hal. 3.

Learning method is a way of presenting material that is still general, for example the dominant teacher delivered the material orally or through discussion. While the learning technique is a way of presenting the material more specifically in accordance with the specificity of the field of study. For example, to teach Islamic Education requires certain techniques that are different from the techniques used to teach the subjects of history.

At school, students construct their understanding through interaction with teachers, classmates, and curriculum materials. But not all interactions play a role in constructing a scientific understanding. Only interactions generate a dialogue between the students' early knowledge and the prevalent scientific understanding that can help create new insights on students. This construction takes place in an atmosphere of conflict, vague, and surprising. Objectives and motivations that students bring into learning situations, events experienced by students in the situation as well as social and cultural interaction and interaction also influence the process of understanding comprehension.

The construction of meaningful and realistic knowledge cannot be separated from the contextual context of everyday life, environment, and student selfhood. In order to facilitate teachers in the field to improve the quality of constructivism-based learning, the various learning literature issued by the Curriculum Based Competency Professional Service introduces a new approach to learning known as the CTL (Contextual Teaching and Learning) approach.

Learning based on CTL approach is characterized as follows: (1) Problem-Based; (2) Use multiple contexts; (3) Describe the diversity of students (Drawing upon student diversity); (4) Supporting self-regulated

learning (Supporting self-regulated learning), (5) Use of interdependent learning groups; (6) Utilizing an authentic assessment (Employing authentic assessment).

Learning by CTL approach occurs when teachers connect the subject with real-world situations. With the CTL approach the students are motivated to make connections between knowledge and its application into their lives as family members, citizens, and workers in a global and universal context.

Islamic religious education (IRE) in schools, both at the Basic and Intermediate levels is still dominantly charged with knowledge theory (cognitive). Therefore, considering the characteristics of the learning model as described above, the teachers are required to be able to present the lesson of religion more realistic and contextual. Realistic in question is in accordance with the level of development of elementary school age children, while the contextual means that the material and learning process can be a provision for students in living personality development and the demands of everyday problems.

Conclusion

Principal thoughts in the learning process at SMPN 1 Tulungagung is “learning students” mean that teachers as facilitators and motivators. Teachers motivate how students can learn. Teachers conditioned the learning process through strategies, approaches, methods and learning media so students can effectively learn the lesson. Teachers prepare learning and assessment learning instruments to achieve the maximum learning. When the teacher is in the introduction and closing, it is ensured that students must be able to understand the learning scenario.

While the core activities are students. Students learn by instrument through an already scenario way.

Students read, search, discuss, ask each other, write down the results and be able to present to their friends. Innovative teachers seek "excited in learning", discussion, questioning, mutual assessment, then the teacher explains, straightening and reinforcing. To maintain and develop Islamic values in the midst of globalization, teachers need to prepare themselves with the mandatory competencies that should be owned by a teacher. It is not unfamiliar to know that there are four competencies that must exist in a teacher, namely pedagogic competence, professional, personality, and social, in which these four things are related to each other. So a teacher can't rely on or just put forward one of them only.

The phenomenon of rapid technological development as part of the influence of globalization, has eroded the awareness of our learners in carrying out religious orders in particular. In the mindset of children, religious studies are no longer an interesting thing, for several reasons. *First*, the paradigm is out of date (expired) and the method is monotonous. In the traditional learning process, learners are often used as objects that have to sit, be quiet, and listen to lectures from teachers. Though they have many competencies that need to be developed. With this condition, students will feel saturated because they feel the thinking space is limited by the doctrines that the teacher delivered in his lecture. As an innovator in IRE learning, this is where innovative IRE teachers are required to be able to provide breakthroughs how to make learning IRE no longer boring. The *second* reason, which makes the PAI a less interesting lesson is the mismatch material. The material given by the teacher is usually based on doctrines / concepts of Quran and Hadith teachings on the

theoretical level that is textual. This results in the learner being filled with cognitive memorization that ultimately makes them feel overwhelmed. Especially if the material given is about something that does not exist in the environment such as material about Hudud, which in our country does not apply it. Thus, this only becomes limited to the knowledge that it feels no benefit in their daily life.

The third, the method and the material which needs to be criticized is related to the educator itself. IRE teacher as a role model sometimes disregards his performance. Therefore, IRE teachers need to pay close attention to both physical appearance, from how to dress, how to behave, talk, and how to socialize with others. All that is done should be something that is commendable and can be an example for learners.

The fourth case is related to judgment. Assessment on IRE learning that occurred during this is considered less satisfactory. The material presented and evaluated by teachers, identical to the cognitive aspects, while the level of affectivity of learners (internalization of values) in everyday life is often not evaluated. As a result, high scores are given to the learner only because of cognitive and rote factors alone regardless of morals and behavior. This causes learners to feel that the behavior does not include something that needs to be assessed, so they ignore whether or not the action is taken. From the problems associated with the learning of Islamic Education, the need for innovation, especially from the teacher as a direct implementer in the learning process, who know very well all the advantages and disadvantages of the learning component.

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