

Competence Of Islamic Religious Education Teachers At The Junior High School (SMP) And Senior High School (SMA) In The Era Of Industrial Revolution 4.0 And Society 5.0

Mohammad Ahyan yusuf Sya'bani

Universitas Muhammadiyah Gresik

Email: ahyanyusuf@umg.ac.id

Abstrak

Dunia global telah mengalami perkembangan dan perubahan yang signifikan terutama dalam segala aspek kehidupan (kehidupan digital dan internet). Apalagi saat memasuki era revolusi industri 4.0 dan masyarakat 5.0 yang semuanya menuntut lebih cepat dalam mengakses dunia informasi dan komunikasi internet. Terkait dengan itu, dalam tulisan ini dibahas tentang guru PAI yang juga terkena dampaknya, sehingga perlu dirumuskan ulang kompetensi guru PAI agar terintegrasi dan terintegrasi dengan era revolusi industri 4.0 dan masyarakat 5.0. Fokus utama dalam penelitian ini adalah untuk mengetahui kompetensi guru PAI SMP dan SMA serta kompetensi guru PAI tingkat SMP dan SMA di era revolusi industri 4.0 dan masyarakat 5.0. Hasilnya Hasil penelitian ini menunjukkan dalam menyikapi era revolusi industri 4.0 dan masyarakat 5.0 guru PAI setidaknya harus memiliki kompetensi digital selain kompetensi konvensional yang telah dirumuskan sebelumnya, yaitu kompetensi pedagogik, sosial, kepribadian, profesional, dan kepemimpinan. Kelima kompetensi tersebut belum cukup mampu menjawab era 4.0 dan 5.0 sehingga perlu ditambahkan kompetensi digital guru PAI, antara lain literasi teknologi, pendalaman pengetahuan, dan penciptaan pengetahuan. Tiga kerangka kompetensi guru PAI yaitu literasi teknologi, pendalaman pengetahuan, dan penciptaan pengetahuan dapat diimplementasikan dalam proses belajar mengajar di kelas pada era revolusi industri 4.0 dan masyarakat 5.0 melalui pendekatan enam aspek tugas dan fungsi guru PAI. di era digital yaitu pengertian Information and Communication Tools (ICT) dalam pendidikan, kurikulum dan penilaian, pedagogi, Information and Communication Tools (ICT), Organisasi dan Administrasi, Pembelajaran Profesi Guru.

Kata Kunci: *Kompetensi, Guru PAI, Era 4.0 dan 5.0.*

Abstract

The global world has undergone significant developments and changes especially in all aspects of life (digital life and the internet). Moreover, when entering the era of industrial revolution 4.0 and society 5.0 which all demand to be faster in accessing the world of internet information and communication. Related to that, in this paper discussed about PAI teachers who are also affected, so it needs to be reformulated the competence of PAI teachers in order to be integrated and integrated with the era of industrial revolution 4.0 and society 5.0. The main focus in this study is to know the competence of Islamic Religious Education teachers in junior high and high school and the competence of Islamic Religious Education teachers at the junior and high school levels in the era of industrial revolution 4.0 and society 5.0. The results of this study showed in responding to the era of industrial revolution 4.0 and society 5.0 PAI teachers must at least have digital competencies other than conventional competencies that have previously been formulated, namely pedagogic, social, personality, professional, and leadership competencies. The five competencies are not yet sufficiently capable in responding to eras 4.0 and 5.0 so it is necessary to add PAI teachers digital competencies, including technology literacy, knowledge deepening, and knowledge creation. The three competency frameworks for PAI teachers, namely technology literacy, knowledge deepening, and knowledge creation can be implemented in teaching and learning in the classroom in the era of industrial revolution 4.0 and society 5.0 through the approach of six aspects of PAI teacher tasks and functions in the digital era, namely understanding Information and Communication Tools (ICT) in education, curriculum and assessment, pedagogy, Information and Communication Tools (ICT), Organization and Administration, Teacher Professional Learning.

Keywords: *Competency, PAI Teacher, Era 4.0 and 5.0.*

INTRODUCTION

Teachers are basically the core and spirit of the world of education, although there are other things that also support the implementation of an education. In the life of the world, teachers are considered as human beings who are basically trying to gain benefits in order to make the order of life more meaningful. The human nature associated with the concept of nature is actually an inseparable unity. Man needs the nature provided by God Subhānahū wa Ta'ālā as a form of His affection for the created being. The existence of nature is also a teacher for man to draw closer to his God (Jarmon, Traphagan, Mayrath, & Trivedi, 2009).

Especially in the context of Islamic Religious Education (PAI) teachers, to realize the goodness of the world and the hereafter is a mandatory task while guiding its students to succeed in the world and the hereafter (Zaman, 2020). As a religious educator, of course this task is not easy and may even be very difficult because it demands the emotional and spiritual dimensions of the teacher. Therefore, it will be clear how the main task of PAI teachers who on the one hand as educators in academic issues and on the other hand as mentors for themselves and their students in real life according to surah al-Baqarah verse 30 (RI and Kementerian Haji dan Wakaf Arab Saudi 1971, 13). Education can be seen from the point of view of the individual, from here education can be interpreted as the development of hidden potentials and hidden in the individual, as a purpose in fulfilling all self-reliance and ability to live life and to fulfill all the wishes of that individual (Langgulang, 1992).

So in this case it is important to discuss in this paper about the Competence of Islamic Religious Education Teachers (PAI) at the level of Junior High School (SMP) and Senior High School (SMA) in the era of industrial revolution 4.0 and society 5.0 with the aim to obtain a complete understanding of the role and function of PAI teachers competency in the era of 4.0 and 5.0 so that later can be implemented in the teaching process and practice.

While the method to obtain a variety of literature and information to support this writing effort is to ask experts (experts) in the field of competence of Islamic Religious Education teachers and experts in the field of analysis of the industrial revolution era 4.0 and society 5.0, then coupled with attending seminars or discussions that discuss related topics. The last way is to read the writings of these experts about the theme to be written. Not only books or writings from experts to be read but also writings related to the theme written by parties who have similar interests with related themes.

In this writing, several things will be examined in detail and in depth, namely about the competence of Islamic Religious Education teachers in junior high and high school, special discussions about the era of industrial revolution 4.0 and society 5.0, and contextualization of the competence of Islamic Religious Education teachers at the junior high and high school level against the era of industrial revolution 4.0 and society 5.0.

METHOD

Research Approach from this research is qualitative.

Data Collection Methods

1. Observation: Observing the Islamic religious education teachers in junior high school (SMP) and senior high school (SMA) who are selected as research samples. Observations can be made during the teaching and learning activities to observe the quality of the education provided by the teachers.
2. Interview: Conducting interviews with the Islamic religious education teachers in SMP and SMA who are selected as research samples. Interviews are conducted to understand the teachers' views on the competencies needed in the era of Industrial Revolution 4.0 and Society 5.0.
3. Document Study: Collecting documents related to the education curriculum and teacher competency standards in the era of Industrial Revolution 4.0 and Society 5.0.

Data Analysis

Qualitative Analysis: Analyzing the collected data using qualitative analysis techniques, such as thematic analysis, to identify patterns, themes, and sub-themes in the data

RESULTS AND DISCUSSION

1. Studying the Competence of Islamic Education Teachers in Junior and Senior High School

a. The Meaning of Islamic Religious Education Teacher Competency

Although education is done by the people of Indonesia, but in order to catch up with other nations and to respond to the progress of the times, then little by little the program of implementation of education of this nation is progressing, one of which is attention and focus to improve the quality of teachers by setting some competencies that must be possessed by a teacher (Sya'Bani, 2018). Textually, the meaning of competence in the Great Dictionary of The Indonesian Language means an authority (power) to determine (decide something). Meanwhile, Charles E. Johnson in Shoimin suggests that competence is rational behavior in order to achieve the required goals in accordance with the expected conditions (Shoimin, 2013).

Competence can be given meaning as a person who has the ability, power, authority, skills, and knowledge needed to perform a particular task (Noprian, 2020). While Hasan suggests the competence of teachers are people whose profession or work teaches and have the ability and authority in carrying out the profession of teaching (Hasan, 2018). According to Majid competence is a set of responsible intelligence actions that a person must have as a condition to be considered capable of carrying out his duties in a particular job. Intelligence must be demonstrated as proficiency, accuracy and success in acting. The nature of responsibility must be shown as the truth of action both viewed from the point of view of science, technology and ethics (Baharun, 2017).

It should be pointed out here, the meaning of the educator is formally seen in the regulation of the Law of the Republic of Indonesia number 14 of 2005 concerning Teachers and Lecturers states that the teacher is a professional educator with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating learners on early childhood education path of formal education, elementary education, and secondary education (Undang-Undang Republik Indonesia Nomor 14 Tahun 2005 Tentang Guru Dan Dosen, n.d.). Islamic education is conceptually related to at least three terminology that represent al-tarbiyyah, al-ta'lim, and al-ta'dīb (Halim, 2002). The dimensions of revelation and reason or if in other languages are called normative and historical are two things that should be able to be a handle for students obtained through Islamic Religious Education delivered and taught by the teacher (Idris, 2007). Islamic education is also a physical guidance, ruhani based on Islamic religious laws leading to the formation of the main personality according to islamic measures. The main personality is the Muslim personality with the intention that the personality has Islamic religious values (Nur, 1998).

b. PAI Teacher Competency at Junior and Senior High School (SMP and SMA) Level

Based on the Law of the Republic of Indonesia number 14 of 2005 concerning Teachers and Lecturers article 1 that competence is a set of knowledge, skills, and behaviors that must be owned, lived, and mastered by teachers or lecturers in carrying out professional duties. (Undang-Undang Republik Indonesia Nomor 14 Tahun 2005 Tentang Guru Dan Dosen, n.d., 4).

While in the standard of competence that must be owned by a teacher at least by guided by the Government regulation of the Republic of Indonesia number 19 of 2005 on National Standards of Education there are four absolute competencies, namely pedagogic, personality, professional, and social competencies. Here is the explanation of each of the four competency standards, namely the first, pedagogic competence; in accordance with Government Regulation no. 19 of 2005 concerning National Standards of Education article 28 paragraph 3 point a, pedagogic competence is the ability to manage student learning which includes understanding of learners, design, and implementation of learning, evaluation of learning outcomes, and development of learners to actualize various potentials.

Second, personality competence is the ability of a steady personality, stable, mature, wise, and authoritative, become an example for learners, and noble character. Third, professional competence is the ability to master learning materials widely and deeply that allows them to guide students to meet the competency standards set out in the National Standard of Education. The four social competencies are the ability of educators as part of the community to communicate and get along effectively with students, fellow educators, educational personnel, parents / guardians of students, and the surrounding community (Penjelasan Atas Peraturan Pemerintah Republik Indonesia Nomor 19 Tahun 2005 Tentang Standar Nasional Pendidikan 2005, 209–10). Fifth, leadership competence; as written in the Regulation of the Minister of Religious Affairs of the Republic of Indonesia number 16 of 2010 stated leadership competence includes (1) the ability to make

planning for the cultivation of religious teachings and noble moral behavior in the school community as part of the religious learning process; (2) the ability to organize the potential elements of the school systematically to support the cultivation of religious teachings in the school community; (3) the ability to be innovators, motivators, facilitators, mentors and counselors in cultivating the practice of religious teachings in the school community; (4) the ability to maintain, control, and direct the cultivation of religious teachings in the school community and maintain harmony of relations between religious people within the frame of the Unitary State of the Republic of Indonesia (Peraturan Menteri Agama Republik Indonesia Nomor 16 Tahun 2010 Tentang Pengelolaan Pendidikan Agama Pada Sekolah 2010, 10–11).

2. Industrial Revolution Era 4.0 and Society 5.0

The development of the history of human civilization makes change an inevitability. Today, the era of industrial revolution 4.0 is familiar and becomes a hot topic among academics, public policy makers, and economists. Because, this era demands connectivity in everything (Internet of Things), it is also believed to bring changes to the world economy and quality of life significantly.

In fact, the concept of industrial revolution 4.0 and society 5.0 does not have much difference. Namely the industrial revolution 4.0 using artificial intelligence (artificial intelligent) while society 5.0 focuses on its human components. If the industrial revolution 4.0 allows us to access also sharing information on the internet, then society 5.0 is an era where all technology is part of man itself. The Internet is not just for information but for living life. So that the development of technology can minimize the gap in humans and economic problems in the future.

3. PAI Teacher Competency at Junior and Senior High School Level in Industrial Revolution Era 4.0 and Society 5.0

If you look at the concept formulated by UNESCO (United Nations Educational, Scientific, and Cultural Organization) there are at least three main competencies that must be possessed by a teacher, especially in facing and responding to the era of industrial revolution 4.0 and society 5.0, namely technology literacy, knowledge deepening, and knowledge creation. These three things are the main competencies that must be possessed by a teacher. This is because the 4.0 and 5.0 eras require people to be able to contribute and participate in the global world and have high competitiveness.

The three competency frameworks of PAI teachers are technology literacy, knowledge deepening, and knowledge creation can be implemented in teaching and learning in junior high and high school level classes in the era of industrial revolution 4.0 and society 5.0 through six aspects of teacher tasks and functions in the digital era, namely understanding Information and Communication Tools (ICT) in education, curriculum and assessment, pedagogy, Information and Communication Tools (ICT), Organization and Administration, Teacher Professional Learning (Lamprey et al., 2015).

Here is an explanation of the three competencies of PAI teachers era 4.0 and 5.0, namely technology literacy, knowledge deepening, and knowledge creation:

a. Technology Literacy

The policy objective of the technology literacy approach to enable teachers and students to use Technology, information, and Communication (ICT) to support social development and increase economic productivity. Teachers should be aware of educational objectives and be able to identify components of education reform programs that fit policy objectives. The context of understanding information and Communication Tools (ICT) education PAI teachers must have awareness of the policy of the use of CT education (policy awareness), while curriculum and assessment PAI teachers must have sufficient knowledge (basic knowledge) about the curriculum and assessment (evaluation), then the pedagogy aspect PAI teachers should be able to integrate technology with the teaching methods that are done (integrate technology), the information and communication tools (ICT) aspect of PAI teachers has at least a supporting device (basic tools), the Organization and Administration aspect required to prepare an adequate class (standard classroom), and the teacher professional learning aspect PAI teachers must be able to use and access digital literacy.

b. Knowledge Deepening

The purpose of the knowledge deepening approach to improve the ability of teachers and students adding value to society and the economy by applying knowledge gained from subject schools to solve complex problems. Through this approach, teachers must understand policy objectives and social priorities and be able

to identify, design and use class activity specifications for the benefit of human life. f the competency of knowledge deepening PAI teachers seen the context of understanding information and Communication Tools (ICT) education PAI teachers must have an understanding of education policy (policy understanding); while curriculum and assessment PAI teachers must be able to apply their knowledge (knowledge application); then pedagogy aspect PAI teachers should be able to solve various problems (complex problem solving); aspects of information and Communication Tools (ICT) PAI teachers must have complete equipment related to digital learning (complex tools); Aspects of Organization and Administration are required to create collaborative groups; and aspects of Teacher Professional Learning PAI teachers must be able to perform the functions of manage and guide the digital world for their students (Pedro, Subosa, Rivas, & Valverde, 2019).

c. Knowledge Creation

The purpose of the knowledge creation approach to increase productivity by creating conditions for teachers and students to be constantly engaged and benefit from the creation of knowledge, innovation, and educational processes for life. Teachers this approach should not only be able to design advanced classroom activities, but also participate program development schools. f the competency of knowledge creation of PAI teachers seen the context of understanding information and Communication Tools (ICT) education approach then PAI teachers should be able to innovate teaching (policy nnovation); while curriculum and assessment PAI teachers must be able to design the curriculum to be appropriate the community (knowledge society skills); then pedagogy aspect PAI teachers should be able to manage their personalities (self management); aspects of information and Communication Tools (ICT) PAI teachers must be really familiar and trained with pervasive tools; aspects of Organization and Administration PAI teachers should be able to organize teaching the classroom (learning organizations); and the aspect of Teacher Professional Learning, PAI teachers must be able to also perform their functions as a model learner teacher the world of digital education era 4.0 and 5.0.

CONCLUSION

Responding to the era of industrial revolution 4.0 and society 5.0 PAI teachers must at least have digital competencies other than conventional competencies that have previously been formulated, namely pedagogic, social, personality, professional, and leadership competencies. The five competencies are not yet sufficiently capable responding to eras 4.0 and 5.0 so t necessary to add PAI teachers digital competencies, including technology literacy, knowledge deepening, and knowledge creation. The three competency frameworks for PAI teachers, namely technology literacy, knowledge deepening, and knowledge creation can be mplemented teaching and learning the classroom the era of industrial revolution 4.0 and society 5.0 through the approach of six aspects of PAI teacher tasks and functions the digital era, namely understanding information and Communication Tools (ICT) education, curriculum and assessment, pedagogy , information and Communication Tools (ICT), Organization and Administration, Teacher Professional Learning.

REFERENCE

- Baharun, Hasan. (2017). Peningkatan Kompetensi Guru Melalui Sistem Kepemimpinan Kepala Madrasah. *At-Tajdid: Jurnal Ilmu Tarbiyah*, 6(1), 1–26.
- Halim, Abdul. (2002). Filsafat Pendidikan Islam: Pendekatan Historis, Teoris Dan Praktis. *Jakarta: Ciputat Pers*.
- Hasan, Marzuki. (2018). Penerapan Supervisi Akademik Untuk Meningkatkan Kompetensi Guru Dalam Menyusun Administrasi Penilaian Di Sma Negeri 1 Syamtalira Aron. *ITQAN: Jurnal Ilmu-Ilmu Kependidikan*, 9(2), 17–36.
- Idris, Saifullah. (2007). Hakikat Dan Tujuan Pendidikan Islam (Perspektif Muhammad Quthb). “ *PENCERAHAN*” *Jurnal Pendidikan Nanggroe Aceh Darussalam*, 5(2), 88–102.
- Jarmon, Leslie, Traphagan, Tomoko, Mayrath, Michael, & Trivedi, Avani. (2009). Virtual World Teaching, Experiential Learning, And Assessment: An Interdisciplinary Communication Course In Second Life. *Computers & Education*, 53(1), 169–182.
- Lamprey, Alice, Gaidzanwa, Rudo Barbra, Mulugeta, Emebet, Samra, Sami, Shumba, Overson, Assie-Lumumba, N., Oliphant, John, Sunnari, Vappu, Ssereo, Florence, & Kurki, Tuuli. (2015). *A Guide For Gender Equality In Teacher Education Policy And Practices*.
- Langgulang, Hasan. (1992). Asas-Asas Pendidikan Islam. Jakarta: Pustaka Al Husna. *Cet Ke-2*.
- Noprian, Ardi. (2020). Penggunaan Metode Modifikasi Dalam Meningkatkan Kemampuan Smash Permainan Bolavoli. *Edu Sportivo: Indonesian Journal Of Physical Education*, 1(2), 120–127.
- Nur, Uhbiyati. (1998). Ilmu Pendidikan Islam. *Bandung: Pustaka Setia*.

- Pedro, Francesc, Subosa, Miguel, Rivas, Axel, & Valverde, Paula. (2019). *Artificial Intelligence In Education: Challenges And Opportunities For Sustainable Development*.
- Shoimin, Aris. (2013). Excellent Teacher Meningkatkan Profesionalisme Guru Pasca Sertifikasi. *Semarang: Dahara Prize. Silver*.
- Sya'Bani, Mohammad Ahyar Yusuf. (2018). *Profesi Keguruan: Menjadi Guru Yang Religius Dan Bermartabat*. Caremedia Communication.
- Zaman, Badrus. (2020). Implementation Of Cooperative Learning Strategies In Islamic Religious Education. *IJECA (International Journal Of Education And Curriculum Application)*, 3(2), 91–97.
- Penjelasan Atas Peraturan Pemerintah Republik Indonesia Nomor 19 Tahun 2005 Tentang Standar Nasional Pendidikan. 2005.
- Peraturan Menteri Agama Republik Indonesia Nomor 16 Tahun 2010 Tentang Pengelolaan Pendidikan Agama Pada Sekolah. 2010.
- RI, Kementerian Agama, And Kementerian Haji Dan Wakaf Arab Saudi. 1971. *Al-Qur`An Dan Terjemahnya*. Madinah: Mujamma' Khadim Al-Haramain Asy-Syarifain Al-Malik Fahd Li Thiba'at Al-Mushhaf Asy-Syarif.