



Certified Islamic Religion Teacher (PAI) to Commitment and Discipline on Junior High School (SMP) and Senior High School (SMA), Palangkaraya

Muhammad Tri Ramdhani

Universitas Muhammadiyah Palangkaraya, Indonesia

Email: muhammadtriramdhani@gmail.com

Abstract

A teacher is an educational institutions key of success. A teacher is a *sales agent* of an educational institution. A good or bad behaviour and the way in which teachers teach will greatly affect an educational institutions image. Therefore, teacher resources have to be developed through education, training and other activities, so that their professional abilities are increased. Various efforts have been made to improve the national education quality, such as the development of both national and local curricula, teacher competency improvement through training, procurement of books and learning tools, teacher certification, procurement and improvement of educational facilities and infrastructure and quality of school management. However, it seems that all of these efforts have not shown encouraging results. Every activity must begin with an intention and love for what is done, which is as a foundation for each person. Similarly, learning activities in an education must begin with an intention and a sense of love for the profession of teaching. In this study, the target to be achieved is to comprehend the commitment, discipline, and factors that influence both commitment and discipline, of Islamic religion education teachers, who have certification at Muhammadiyah Junior High School (SMP) and High School (SMA) in Palangkaraya. This study will aim to be useful as a tool for principals to assess teachers' performance objectively, provide information and make an input for teachers of Islamic religion (PAI) to improve their performances as an effort to increase their professionalism. The results of

the study indicate that: 1) Educators currently have to carry out their tasks, in accordance with their duties and responsibilities, by always preparing themselves for the learning process, and always holding the spirit of an educator. 2) There are several disciplines that should be applied by educators to make them become models for their students. The rules made should be carried out "*sami'na waatbo'na*"; There is punishment/reward when violating/obeying school regulations. 3) Many obstacles exist to enforcing commitment and discipline, sometimes these obstacles come from students and parents.

Keywords: Certified Islamic Religion Teacher, Commitment, Discipline

Introduction

Improving the quality of education in Indonesia has been carried out continuously until now. One effort in improving the education quality, that is currently being carried out by the government, deals with increasing teacher professionalism is to improve the quality of teachers and lecturer through a certification program.

The government has tried to improve the competence, intellectual, emotional, and social capabilities of teachers with the S-1 and D-4 certification and stratification programs. But the results are still far from expectations. Instead of being able to improve the quality of the teachers, this policy has been misused by teachers as a venue for mass deception which harms moral and integrity in the pursuit of material compensation promised by the government. The important thing is titles and degrees. With the title, the name becomes flashier, the selling price rises dramatically, and the material compensation increases.

Regarding the improvement of teacher quality, and as a follow up to the re-established certification program, the government assigned the policy through the issuance of the State Minister's Regulation on the Utilization of State Apparatus and Bureaucratic Reform Number 16



of 2009, concerning the Functional Teacher and Credit Lift positions replacing Kepmenpan 84 in 1993. Based on Permenegpan no. 16 of 2009 article 1 paragraph 1, Teachers are professional educators with the main tasks of educating, teaching, guiding, directing, training, assessing, and evaluating students. The teacher's role, based on Permenegpan No. 16 of 2009 above, plays a strategic role, especially in the effort to shape the character of the nation, through the development of personality and desired values. Based on these dimensions, the role of the teacher is difficult to be anticipated by others (Indonesia 2005).

The teacher is the spearhead in the development of national education. Primarily in building and improving the quality of human resources through formal education. Before now, the teaching profession had long been accepted by the community as a "second class profession". Indeed, someone's choice to become a teacher is viewed as soul-calling; for devotion to fellow human beings by educating, teaching, guiding, and training, which is realized through the teaching and learning process and the provision of guidance and direction of their students to achieve their respective maturity. In reality, being a teacher is not enough to fulfil the soul's vocation, but also requires a special set of skills and abilities in mastering teacher competencies, in accordance with the qualifications of the type and level of education of the school in which they are in (Saud 2009).

Teachers are a key element in the education system, especially in schools. All other components, starting from the curriculum, facilities, costs, etc, will not mean much if the essence of learning is the interaction of teachers with students who are not qualified. All other components, especially the curriculum will be "alive" if implemented by the teacher. The importance of the teacher's role in transforming educational inputs is great, to the extent that many experts state that there will be no change or improvement in schools without changes and



improvements in the quality of teachers. Furthermore, teachers will return to work as usual, sometimes without careful preparation and without high enthusiasm (Dharma 2008).

In this case, the teacher is the main actor, besides the parents and other elements, to the success of education that was proclaimed. Without active involvement from the teacher, education is empty of matter, essence, and substance. Therefore, there is no other choice. The existing teachers should be able to position themselves as ideal and innovative teachers, namely teachers who are able to adapt to the demands of an increasingly advanced and competitive era, having spiritual, intellectual, emotional, and creative skills to make continuous and consistent breakthroughs and updates.

Materials have blinded the hearts of many teachers in this country, so they have the heart to tarnish the essence of education which focuses on great moral parameters. They forget that the teacher is not only teaching, but at the same time, educating. Teaching is only limited to providing knowledge but educating is transforming knowledge as well as moral values of educating children. This process is a hard job that requires a prime example in speaking, behaving, associating, learning, and actualizing in the midst of plurality and heterogeneity in society.

In this context nothing can arouse the noble and great teachers except themselves. No matter how good the system, mechanism, leadership, and facilities, if the spirit of science and teacher competences are weak, it will not be of much use. As a result, the agenda of giving birth to a smart future cadre is increasingly difficult.

Education is a tool that is expected to build the dreams of the young generation. Professional teachers will be able to direct educational goals to build young people into a generation of hopeful nations (Alma 2009).

Based on the explanation above, every activity must begin with an intention and love for what is done which is as a foundation for each person. Similarly, learning activities in an education must begin with an intention and sense of love for the profession a teacher carries. Many demands should be made by an educator, whose goal is to educate students, in facing the globalization era, that they will face in the future and be ready to become independent individuals.

Basis of the theories

Definition and commitment

The word of commitment comes from Latin, *commitere*, to connect, *entrust-the state of being obligated or emotionally, impelled*; is the belief that binds (aqad) so firmly that it shackles all of his conscience and then moves behaviour toward the direction he believes. In the KBBI (Big Indonesian Dictionary) the word "commitment" means an agreement (attachment) to do something (Bahasa 1989).

Types of teacher commitment

According to Lous, there are 4 types of teacher commitment, which are commitment to school as a social unit; commitment to school academic activities; commitment to students as unique individuals; and commitment to create teaching quality.

Characteristics of professional teacher commitments

Glickman described the characteristics of a professional teacher's commitment, they are: high attention to students; the amount of time and energy spent; and work as much as possible for others.

Understanding of discipline

Discipline comes from Latin *Discere* which means learning. From this word, comes the word *Disciplina* which means teaching or training. And now the word *discipline* comes to the development of meaning in several senses. First, the discipline is defined as compliance with regulations or subject to supervision and control. Second, discipline is an exercise that aims to develop in order to behave in an orderly mannered.

Types of teaching discipline

In highly treated learning process, the discipline of teaching should be implemented and determined as well as possible. In this case the role of the teacher is very decisive to carry out the discipline of teaching effectively and efficiently. Each teacher should fulfil their duties and roles. The teachers' role and competence in the teaching and learning process includes many things as suggested by Adams and Deccey in *Basic Principles of Student*, cited by Usman in his book, stating that the role and competence of teachers includes teachers as instructors, class leaders, mentors, environmental regulators, participants, expeditors, planners, supervisors, motivators, and counsellors (Usman 2002).

Principles of teacher discipline in teaching

Discipline is central to education. Without discipline, there is no agreement between educators and students, and the results will not be maximal. Today's disciplinary problems can be overcome if the teacher leaves the old authoritarian method which forcibly demands compliance and takes on new lines based on the principles of freedom and responsibility. The teacher cannot allow everything, but also does not give out punishment. The teacher has to learn to be a partner of compatriots for the students, so that the teacher can guide them attentively. The teacher has

to learn how to guide without oppression and give uncontrolled freedom (Abdullah, Zainuddin, and Arifin 1990).

Efforts to improve discipline in teaching

According to Suryosubroto, the teacher's efforts to improve discipline in teaching include planning the ability to carry out evaluation or assessments of teaching. If these capabilities are elaborated, they are the ability to plan teaching; ability to implement the teaching and learning process; and ability to evaluate (Suryosubroto 2004).

Research Approach

The approach used in this research is a qualitative approach. With this approach we will perform a study of phenomena that occur on educators at this time.

The Subject and Object

The subject in this study is an educator who has a certificate. And Object in this research is the commitment and discipline of Islamic education teachers certified in carrying out its duties and responsibilities as an educator.

Data Collection Techniques

To get the data needed in the study, there are several techniques used are:

1. Observation Techniques

The technique of observation is very necessary in any kind of research, thus also in this study, writing using observation techniques to explore the data by way of observation of the

subject with all his behavior. Among others, the learning process, the provisions on the time used.

2. Interview Techniques

Is a technique of data collection is done by giving a set of questions orally to the respondent. Respondents an educator who has certification in the duties and responsibilities with commitment and discipline in carrying out learning activities.

3. Engineering Documentation

In the documentation this is done every written material, movies and pictures that can provide information, obtained in the research. There are some that are needed in this technique to collect the expected data.

Technique of Data Processing

The steps taken in the processing of the data is as follows: The researchers noted, and listening back recorded data from interviews with subjects and informants. Sort out the data which obtained from observation, interview, and documentation. Researchers identify the data associated with commitment, discipline, and the factors that affect the commitment and discipline of a teacher of Islamic education. Classifying the data based on the group research problems. Researchers analyzed the entire data on the problems studied. Check the validity of the data, and. Perform evaluation of all problems are obtained and draw conclusions on the right.

Result and Discussion

Islamic religion teacher who has commitment certification at junior high school (SMP) and senior high school (SMA) Palangkaraya

Before going further into discussion, certainly, we have to know the role of each institution in general. In a social community, those three classifications above have different roles. The first educational institution, which is informal or family, is more in the direction in forming characters or beliefs and norms. The second educational institution, namely formal or school, has a greater role directed at developing student reasoning. The last educational institution is society; its role is more in social character formation (Uhbiyati 2002).

Educational institutions are said to be renewal institution very clearly, because it is a place of education that teaches goodness with various contexts of lessons provided to organize a life. It becomes one of the main goals of an educator when giving a change in the learning process.

How is the management of Islamic religion teacher who has discipline certification at junior high school (SMP) and senior high school (SMA) Palangkaraya

Humans are social beings; in their daily lives, they are always in touch with other humans. Because of the frequent interaction between humans, something regulating, and binding is required to always obey the rules that have been set. Regulations are made to regulate human beings to avoid brutality, self-determination, etc.

Time discipline is the main spotlight for a teacher or student. When entering school, it is usually the main parameter of the discipline of teachers and students. If entering before the bell rings, the person is defined as disciplined, if entering when the bell rings, the person is said to be undisciplined and if entering after the bell rings, then the person is not disciplined and violates the prescribed school rules. So, do not underestimate time discipline.

Discipline in controlling one's own actions becomes the starting point for managing others' behaviour. For example, discipline not to be angry, hurry or not rash in acting. Discipline

requires practice and struggle. There are many things that tempt us to break, if we are disciplined in holding the principles and behaviour in this life, success will surely come to us.

Human behaviour is a group behaviour owned by humans and influenced by customs, attitudes, emotions, values, ethics, power, persuasion and/or genetics. Someone's behaviour can be reasonable, acceptable, weird or deviate behaviour.

What are the constraints in Islamic religion teachers who have certifications to increase their commitments and discipline, in junior high school (SMP) and senior high school (SMA) Palangkaraya

Here, the teacher is expected to be able to arouse learning motivation, curiosity, and strong interest. To ensure the maintenance of orderliness and smooth execution of tasks in achieving school goals, a teacher who is full of loyalty and adherence to applicable regulations is required and is aware to his/her responsibility to organize school destination. In other words, the teachers' discipline is very necessary in improving school goals.

For this reason, enforcing discipline is very important, because with discipline, it can be seen how rules can be obeyed by the teacher. With discipline in teaching teachers, the learning process will be carried out effectively and efficiently.

All processes occur due to willingness and inner awareness to do so. Basically, to provide guarantees so that things do not change in the future and remain in accordance with the commitment and disciplines.

Conclusion

1. The various commitments that exist in current educators are that they are obliged to implement tasks in accordance with his duties and responsibilities as actors in education, by

means of always preparing themselves prior to the learning process, and always holding onto an educator's spirit.

2. There are some disciplines that an educator must apply to make him/her an educational performer who is an example for his/her students. "Sami'na wa Atho'na" is still implemented, and they say there is punishment/rewards when breaking/obeying school rules.
3. Many obstacles exist to enforcing commitment and discipline, sometimes these obstacles come from students and parents.

References

- Abdullah, Abdurrahman Saleh, Zainuddin, and Muhayyin Arifin. 1990. *Teori-Teori Pendidikan Berdasarkan Al-Qur'an*. Rineka Cipta.
- Alma, Buchari. 2009. "Guru Profesional Menguasai Metode Dan Terampil Mengajar." *Bandung: Alfabeta*.
- Bahasa, P. P. 1989. *Kamus Besar Bahasa Indonesia*. Jakarta: Balai Pustaka.
- Dharma, S. 2008. *Kompetensi Pengawas Sekolah*. Jakarta.
- Indonesia, Peraturan Pemerintah Republik. 2005. "Standar Nasional Pendidikan." *Jakarta. Departemen Pendidikan Nasional*.
- Saud, Udin Syaefudin. 2009. "Pengembangan Profesi Guru." *Bandung: Alfabeta*.
- Suryosubroto, Buwang. 2004. *Manajemen Pendidikan Di Sekolah*. Rineka Cipta.
- Uhbiyati, A. A. 2002. *Ilmu Pendidikan*. Jakarta: Rineka Cipta.
- Usman, Moh Uzer. 2002. "Menjadi Guru Profesional." *Bandung: PT. Remaja Rosdakarya*.