

EFFORTS OF ISLAMIC RELIGIOUS EDUCATION TEACHERS IN IMPROVING THE QUALITY OF LEARNING IN ELEMENTARY SCHOOLS

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Abstract

The purpose of this study was to find out and analyze Islamic religious education instructors who have improved the quality of education in elementary schools. The research method is qualitative with the type of literature review research. Primary data sources consist of; educational and scientific literature books as well as books that are closely related to research using qualitative research methods involving literature studies. The results of research on Islamic religious education conducted at SDIT Multazam do not place cognitive aspects as the only goal, because Islamic knowledge must ultimately be applied in everyday life. The emphasis is on affective and psychomotor aspects, such as students' ability to practice Islamic religious teachings in everyday life, such as Duha prayers, memorizing the Koran, and congregational midday prayers.

Keywords: *Islamic Religious Education Teacher, Student, elementary school*

A. Introduction

The nature of education will not be separated from human nature because the main subject of education is humans. The understanding of the teacher as a human being will influence the approach used in carrying out the mission, the task of education, as a teacher. The importance of teachers in understanding human nature, especially behavior, and the implications of this view cannot be ruled out; teachers must understand and master the science that studies humans (Achadah, 2019) distinguishes the role, duties, and responsibilities of the teacher as an educator (educator) from a teacher (teacher) in a broad sense; the teacher is said to be a motivation with the concept of education covering all processes and all forms of individual interaction with their environment, both as a formal, non-formal, and informal, Education is a process of teaching and learning interaction in a formal form known as teaching (instructional). In the process of teaching and learning, motivation is not a new thing; this term is much associated with the concept of will, desire, and drive to achieve something. A will or desire is an act directed at a goal. Sedarmayanti argues that the notion of motivation is as follows: "The driving force that exists in people to carry out these activities to achieve goals is called motivation; everything related to the emergence and ongoing nature of motives is called motivation" (Azis & Amiruddin, 2020).

Furthermore, (Arjuna, Alwi, & Setiawan, 2021) put forward the notion of motivation as follows: "Motiv is defined as effort to encourage someone to do something. Motive can be said to be the driving force from inside and outside the subject to carry out certain activities in order to achieve a goal. Even motive can be interpreted as an internal condition (readiness). While motivation can be interpreted as a driving force that has become active, In carrying out their duties, the teacher who acts as a motivator has a very important role, in the broader educational context, being responsible and acting as a planner, implementer, and educational assessor. There are not a few educational phenomena that sometimes create a limit of anxiety and concern for various parties. The figure of the teacher is required to be able to become an agent of reform who acts as a leader and

supporter of community values, or various factors that are expected to create good conditions for students to engage in self-learning, even At every opportunity, the teacher is required to have the ability (competence), either his professional ability, personal ability, or social ability. The teacher has a very important role in the world of education, so it is the teacher's role that can protect the nation's life from being left behind and underdeveloped. For this reason, the quality of teachers is highly expected by all groups. and a positive meaning for improving the quality of education itself. In the world of national education as stated in the GBHN. The teaching of knowledge and skills of technical thinking is indeed included in education, but education is not just the teaching of knowledge and skills. Education is at the same time a process of social development, including physical, mental, intellectual, emotional, and moral development, which functions to prepare individuals to make an effective contribution to social life in various aspects. In discussing the implementation of education and teaching, there are three important components in the educational process: teachers, students, and teaching materials. Of the three components, the teacher is the one of education that is most widely discussed, because besides being the most important factor in the educational process, the teacher is a profession that has many aspects for discussion.

In discussing teacher issues, Oemar Hamalik argues that teachers as professional positions require special skills because, as a profession, teachers must have one professional requirement. The conditions include physical, psychological, mental, moral, and intellectual. Teachers can also be grouped into four categories: teachers as demonstrators, teachers as class managers, teachers as mediators and facilitators, and teachers as evaluators. In carrying out its role as a demonstrator, the teacher is required to always master the material and subject matter that will be taught (Azis & Amiruddin, 2020). Furthermore, in carrying out his role as class manager, a teacher must always be able to manage and supervise the class and its environment so that learning activities are directed towards achieving educational goals. As for carrying out his role as a mediator, a teacher is

required to always have sufficient knowledge about educational media because, with sufficient knowledge about educational media, a teacher will be able to streamline the teaching and learning process (Arsyad, Sulfemi, & Fajartriani, 2020). In addition, one thing that is no less important is the teacher's ability to seek out the availability of appropriate learning media so that the teacher can carry out his role as a facilitator. Finally, for a teacher to carry out his role as an evaluator, he or she must be willing and able to carry out an objective and correct assessment of student learning outcomes and be able to evaluate the performance of the teacher himself. Human resources are the main determinant for the success of development, so quality must be improved thoroughly and continuously in accordance with scientific and technological advances and the pace of national development . as a development priority. Islamic religious education teachers have a very important role in student achievement because Islamic religious education is all efforts directed at forming student personalities in accordance with Islamic religious teachings, taking into account educational factors and religious values. To form students who are successful, it is necessary to have material given to them by adjusting the situation and conditions.

The main source of material is the contents of the Qur'an and Hadith, which cover both worldly and spiritual matters. (Badrus, 2018) says that the purpose of Islamic religious education is focused on the formation of noble character, as he explains: "Experts of Islamic religious education are educational staff who agree that the purpose of education and teaching is not to fill the brains of students with all kinds of knowledge that are not yet known, but the purpose is to educate their morals and souls, instill fadhilah (virtue), accustomize them to high decency, prepare them for a life that is completely holy, sincere, and honest. As a result, the primary goal of education, particularly Islamic education, is to educate the character and soul (Berlian & Masrufa, 2022).

The most strategic effort to improve human resources is education. Education will only be meaningful and can improve the quality of human resources if it has a quality system that is relevant to development. Therefore, in order to increase human resources as a whole, improving the

quality of education is a policy and program that must be implemented optimally. Based on the description above, the purpose of this study was to determine the teacher's ability to interact with colleagues and the community, which can be measured through two components: the ability to interact with colleagues to improve professional skills and the ability to interact with the community to fulfill the educational mission at SDIT Multazam Pamekasan.

B. Method

To obtain research data, the authors used the Library research method, namely the authors collected as much information as possible from educational and scientific literature books as well as books that were closely related to this research. Primary data sources are Islamic Religious Education books, relevant journals and documentation related to research articles. Data analysis techniques using content analysis content.

C. Finding and Discussion

Motivation of Islamic Religious Education Teachers on the Quality of Student Education According to the opinion (Citra, 2020), it is known that the concept of education includes all life processes and all forms of individual interaction with their environment. In order to realize themselves in accordance with the stages of their development tasks optimally so that they can reach a certain stage of maturity, it all depends on the teacher. In this context, an Islamic religious education teacher has the following duties and roles: 1) the conservator (maintainer) of the value system, which is the source of maturity norms and innovator (development) of the value system of science; 2) the transmitter (successor) of these value systems to students; 3). the value system transformer (translator) through personal embodiment and behavior through the process of interaction with students; and 4). The organizer creates an educational process that can be accounted for both formally to the party that assigns it and morally to students.

Teacher motivation is very important for student achievement; the teacher is also a motivator and encourager for students. So that the teaching and learning process is interesting and stimulates learning motivation, the teacher must try to prepare the teaching and learning process, put forward the learning objectives to be achieved before the teaching and learning process begins, and in conveying subject matter, the teacher must teach in a variety of ways both by using interesting media and with transparency; this method is to arouse student interest in learning in order to achieve intelligence (Herawati, Mujahidin, & Hamat, 2019). Quality determined based on the existing system, this maximum effort can be seen from the percentage of grade increases and graduations, which are quite satisfactory every year, to increase the intelligence of students at SDIT Multazam Pamekasan, in addition to organizing If you follow the teaching and learning procedures as they should be, the role of the Islamic religious education teacher has the following steps: (a) Additional tutoring is carried out by the teachers to improve student achievement; this activity is carried out in the afternoon according to the needs of and agreement with the students. (b) Study groups are also carried out by students under the supervision of teachers and are held at the students' homes in the evenings. (c) Al-Qur'an educational parks are implemented to eradicate Al-Qur'an illiteracy and improve the quality of Al-Qur'an reading.

Efforts to Improve Education at SDIT Multazam Pamekasan Basically, the purpose of education at various levels and arenas (settings) where we know it is to achieve functional and structural maturity both physically and psychologically for students so that students become adults; in this context, adults have the highest stage of maturity; maturity occurs progressively; it gains structure – psychological structure, namely in the form of better and normative behavior that is organized, complex, stable, and efficient; in accordance with individual student development tasks, student activity is the main requirement in the teaching and learning process because the teacher is a facilitator or creator of learning conditions that allows students to be active in adapting information based on existing knowledge; To increase the intelligence of students at SDIT Multazam

Pamekasan, the teacher as a motivator must take an academic approach, namely the approach used in the teaching and learning process, where this approach emphasizes complete mastery of the subject matter given by the teacher to students. Here the teacher must have initiative and control of the learning process, which is a detailed step-by-step process logically illustrated from the information to be presented. Mastery of general principles or subject structure. The more general or fundamental the principles that are mastered, the greater the area of transfer to new problems.

So the curriculum and teaching methods must be aimed at mastering the fundamentals of each subject. However, it raises various problems that require research, including: 1). The curriculum must be changed by giving the main role to the fundamental principles in each subject; 2) Learning materials must be adapted to the different abilities of students in various classes. The curriculum must be able to be taught by ordinary teachers regarding the principal matters in each discipline. For this reason, the most prominent scientists are asked to help determine what is fundamental in their respective fields of expertise. The purpose of learning is not only mastering these fundamental principles but also developing a positive attitude towards learning, research, discovery, and problem solving on one's own merits. Just presenting fundamental concepts does not in itself give rise to such an attitude; research on this matter is still needed. In the teaching and learning process, the teacher must formulate clearly what goals to achieve in the lesson. This goal is not only regarding the material that must be mastered but also emotional and social skills and goals; this goal also determines the method that will be used, among others; many teaching methods are determined by goals. If the topic at hand is as broad as in unit teaching, a variety of methods will need to be used. Usually the method will contain the following elements regarding the description of what will be studied: discussion and exchange of ideas, activities that use various instructional tools, laboratories, and others. Various learning methods and resources can be presented to students to help them master subject matter they do not yet understand. In addition,

tutorial assistance can be given, namely personal assistance from a teacher or, preferably, someone else. When the teacher teaches a subject, he not only prioritizes the subject but must also pay attention to the students themselves as human beings who must develop their personalities.

E. Conclusion

Teachers should not be too authoritarian but must be realistic. Education requires freedom but also control. Prohibition and conflict, as well as freedom and satisfaction, are all part of education. Too much frustration or too much free will can hinder individual development. Too much authority prevents students from breaking away from educational dependencies. Teacher motivation is expected to increase the professionalism of Islamic religious education teachers at SDIT Multazam Pamekasan by conducting supervision and training. Every Islamic religious education teacher is required to have professional skills, including the ability to understand, appreciate, and describe the Islamic religious education curriculum.

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