The Influence of the Activities of the Islamic Religious Education Teacher Working Group (KKG) on the Improvement of Teacher Professionalism and The quality of Education In the Jatiuwung Sub-District, Tangerang City In The 2021/2022 School Year

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Abstract

This study uses qualitative research methods with the research approach to the performance of the program evaluation. The theory that’s used in this study was taken from the theory relies on the function of management, namely; planning, organizing, actuating and controlling. Based on the result of study, the writer did the cross checks in the increasing teacher’s professionalism when they were in the classroom, by observation, interview and questionnaire. The result of this study indicate that the increasing professionalism of teachers conducted by KKG PAI in Ibtidaiyah Madrasa in Jatiuwung District, Tangerang city is quite effective. The effectiveness can be seen from the pattern of the organization’s management conducted by committee / members of KKG. The organization run well, the pattern of management that is done by relying on four functions on management had done well. The increasing PAI teacher’s professionalism in Ibtidaiyah Madrasa in Jatiuwung District, Tangerang city is quite effective based on observation, interviews and questionnaires that the researchers have done. The six skill on the teachers are, skill in opening lessons, skill in giving reinforcement, skill in giving question, holding various skills, skills to explain and skills to close the lesson, all of them shows in increasing charts. This shows the linearity of the continuity program management that’s done by the school district committee of KKG PAI in Ibtidaiyah Madrasa in Jatiuwung District, Tangerang city by the increasing of teacher’s professionalism.

Key words: KKG PAI, management organization, professionalism of teachers

Introduction

In other words, every teacher must improve his competence as a teacher, both pedagogic, personality, social and professional competencies. With this competency, teachers are expected to be able to plan and implement learning well and be able to develop their profession.

Increasing teacher professionalism certainly cannot be separated from efforts to improve the quality of the teacher concerned, both academically and pedagogically. Increasing teacher professionalism cannot be separated from the assumption that human knowledge, including teachers, will stagnate if it is never 'up graded' or updated. So that efforts to increase it become a necessity that cannot be denied.

According to HAR Tilaar, professionalism cannot be formed immediately. This means that someone who wants to improve his ability must continue to do learning activities.

Professionalism is not 'finished goods' or ready-to-use. Professionalism is formed through a continuous process. Likewise with teachers, a teacher also needs to continuously change himself because the experience of educating is not a routine experience. The teacher is the actor in pedagogical action, because pedagogy in life is constantly changing, the professionalism of the teacher will continue to change (Tilaar, 2002, 384).

The main agenda that needs to be programmed to improve the quality of education at the MI level is a change in the learning process in the classroom. These changes are difficult to materialize without an increase in teacher professionalism, because teachers play the most dominant role in the education process. Departing from the assumption that the higher the professionalism of the teacher, the higher the quality of learning.

This can not be separated from the mandate of Law No. RI 20 of 2003 concerning the National Education System that as professionals, teachers are tasked with planning and implementing learning programs, assessing learning outcomes, and conducting guidance and training. One of the efforts that need to be grown and developed to develop the task of the profession is the formation of school clusters. In principle, a school cluster is a forum for a group of teachers in certain fields from a certain area, for example the district/city level as a place to discuss and find solutions to common problems. In MI this is known as the Teacher Working Group (KKG), while in MTs and MA it is known as the Subject Teacher Consultation (MGMP).

The Teacher Working Group (KKG) is a forum for meeting school subject teachers, this institution is non-structural but has a tiered structure, starting from the provincial, / city, sub-district, to school levels. The KKG management consists of a chairperson, secretary, treasurer, and sections, who are elected by deliberation and strengthened by Decrees of Ministry of Religion officials in the provinces, regencies/cities, and sub-districts with a term of service of four years. The KKG usually holds regular monthly meetings to exchange information, conduct joint activities to improve teacher quality, and prepare educational evaluation materials.

KKG is a professional communication network that can be used for teachers in developing their profession. Through the KKG, teachers can improve their professionalism by discussing and practicing the preparation of annual programs (prota), semester programs (promises), analysis of subject matter, teaching unit programs, learning methods, evaluation tools, teaching materials, creation and use of teaching media. In this forum, various problems that occur in the learning process can also be handled through this forum.

This is a must to do as part of efforts to increase teacher professionalism. Because it is undeniable that due to a paradigm shift in the learning process from teaching (teaching) to learning (learning) and from teacher centered to student centered, the teacher’s abilities are constantly fresh. Learning which is dominated by teaching activities with the teacher’s role dominating the learning process is not effective as an effort to improve quality. (Culture, Lessons, 2003, 2)

The KKG provides a vehicle for the formation of such a process. Without the KKG, it seems that various problems that occur in schools will only become a burden for the school and the teachers concerned. The various problems faced by subject teachers are difficult to solve and if they can be solved, they will only become the story of the teacher in question or the property of the school.

**Methods**

This type of research is a case study approach, namely qualitative research conducted on a "unity system". This unit can be a program, activity, event or group of individuals bound by a certain place, time and bond. A case study is a research that is directed to collect data, take meaning and gain understanding from the case (Sukmadinata, Pendidikan, 2009, 64).

Based on its approach and function, this research is a descriptive study aimed at describing or describing existing phenomena, both natural and human engineered. This research examines forms, activities, characteristics, changes, relationships, similarities and differences with other phenomena. (Sukmadinata, Education, 2009, 72)

From the description above, the focus of this research is the PAI MI teacher KKG activity in Jatiuwung District, so the researcher will first explain how "INFLUENCE OF TEACHER WORK GROUP ACTIVITIES (KKG) ISLAMIC RELIGIOUS EDUCATION (PAI) ON IMPROVING TEACHER PROFESSIONALISM IN THE QUALITY OF EDUCATION IN JATIUWUNG DISTRICT, TANGERANG CITY, ACADEMIC YEAR 2021/2022".

Results & Discussion

Data in qualitative research, carried out during data collection, and after completion of data collection within a certain period. At the time of the interview, the researcher had conducted an analysis of the answers to the interviewees. If the interviewee’s answers after being analyzed feel unsatisfactory, the researcher will continue the question again, until a certain stage, data that is considered credible is obtained. Activities in data analysis, namely data reduction, data display, and conclusion drawing/verification. (Sugiono, R.D, 2015, 246)

Data Reduction

The data obtained from the field is quite large, so it needs to be recorded carefully and in detail. The longer the researcher is in the field, the more the amount of data will be, complex and complicated, for this reason, data analysis is carried out immediately through data reduction. Reducing data means summarizing, choosing the main things, focusing on the important things, thus the reduced data will provide a clearer picture, making it easier for researchers to carry out further data collection. (Sugiono, R.D, 2015, 247)

Data Display (Data Presentation)

In qualitative research, data presentation can be done in the form of brief descriptions, charts, relationships between categories, flowcharts and the like. In this case, Milis and Huberman stated “the most frequent form of display data for qualitative research data in past has been narrative text”. The most frequently used to present data in qualitative research is narrative text. (Sugiono, R.D, 2015, 249)

Conclusion Drawing/Verification

The third step in the analysis of qualitative data according to Miles and Humberman is drawing conclusions and verification. The initial conclusions put forward are still temporary, and will change if no strong evidence is found to support the next stage of data collection. However, if the conclusions raised at an early stage are supported by valid and consistent evidence when the researcher returns to the field to collect data, then the conclusions put forward are credible conclusions. (Sugiono, R.D, 2015, 252)
organizing it into a pattern, category, and basic unit of description. The implementation of data analysis in this study was carried out through data reduction activities, data presentation, conclusion drawing or verification.

With interview, observation, and documentation techniques, it is predicted that this research will obtain data in the form of field notes, interview transcripts, work documents and reports, pictures, photos, and biographies about the PAI MI KKG training, Jatiuwung District, Tangerang City.

After the data is collected, the data reduction process is carried out. Data reduction is the process of selecting, simplifying, abstracting, and transforming the rough data obtained. Data reduction will be carried out continuously and immediately after data has been collected, both in the form of making summaries, coding, tracing themes, and grouping them into clusters.

After the data is reduced, the data will be presented by combining the information to form a unified, systematic, and easy-to-understand relationship between its parts. Presentation can be done by classifying data based on sub-themes. After the data is presented according to the theme and sub-themes, data will be concluded according to each theme.

Drawing conclusions and verification cannot be separated from the existing phenomena and patterns of relationships that actually occur. The final product of this research is a research report. Therefore, the collected data is organized systematically and logically so that the data is easy to understand and more meaningful in preparing reports.

To facilitate the discussion of writing this thesis, the author uses a systematic discussion as follows:

This thesis begins with formal sections consisting of: front cover page, title page, validation page, statement of authenticity page, official note, English abstract, Indonesian abstract, introduction, transliteration guide, glossary of terms, list of abbreviations, list contents, table list, figure list, attachment list.

The data in this study are categorized into two, namely primary data and secondary data. Primary data includes records of events or activities that have taken place in the process of implementing the PAI MI KKG, Jatiuwung District, Tangerang City. The researchers obtained the data by conducting interviews, direct observations, questionnaires, and documents owned by the KKG management.

The secondary data includes various things related to research, both in the form of libraries, newspaper news clippings, indirect documentation, and various related matters.

Data analysis in qualitative research is carried out at the time of data collection, and after completion of data collection within a certain period. At the time of the interview, the researcher had conducted an analysis of the answers to the interviewees. If the answers interviewed after being analyzed felt unsatisfactory, then the researcher would continue the question again, until a certain stage, data that was considered credible was obtained.

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Conclusion

In the analysis that the researcher carried out with reference to the formulation of the problem posed, there are several things that can be concluded from this research, as follows:

a. Related to the implementation of the PAI KKG SD Tegalrejo City. First, based on the analysis of management theory, the work program of the KKG PAI SD Tegalrejo District carried out by the KKG management was in accordance with management theory. So that the management of the PAI KKG program at SD Kecamatan Tegalrejo is relevant to the needs of the organization in improving the professionalism of PAI teachers. Second, the KKG PAI Program for SD Tegalrejo District is relevant to the needs of religious teachers because it is related to improving
the quality of teaching skills in the classroom. Third, the strategy for solving problems related to obstacles in the implementation of the PAI KKG Guidance Program for SD Tegalrejo District is quite effective.

b. Efforts to foster professionalism of PAI teachers in KKG PAI activities at SD Tegalrejo District include, increasing mastery of lesson materials, fostering teaching and learning program management, fostering classroom management, fostering the use of media and learning resources, increasing mastery of evaluation methods and techniques, and increasing teacher commitment to Duty.

The coaching effort is carried out through training, workshops, joint discussions, material enrichment by experts, and comparative studies. These various efforts show high relevance in increasing the professionalism of PAI teachers in SD Tegalrejo Kota District.

There are several notes that researchers need to put forward here, namely there are still some obstacles in the implementation of the PAI SD KKG programs in Tegalrejo District which include inadequate places of activity, facilities and infrastructure that need to be completed, discipline that has not been maximized, and inadequate funding factors. However, this situation does not reduce creativity and enthusiasm to design and carry out activities and tasks properly in order to realize the quality of professional and quality religious educators in the future.

References


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Guru dan Anak Didik dalam Interaksi Edukati


