

THE PERFORMANCE OF RELIGIOUS TEACHERS AT ISLAMIC HIGH SCHOOL IN NUNUKAN ISLAND, NORTH KALIMANTAN

Hasnah

Sekolah Tinggi Ilmu Tarbiyah Nunukan, North Kalimantan
Jln Imam Bonjol Mambunut Dalam, Nunukan, North
Kalimantan 77482
Email: ittoyolpec198@gmail.com

Abstract : This study aims at determining the performance of religious education teachers in Aliyah Madrasas on Nunukan Island, North Kalimantan, and increasing the role of performance of religious education teachers in carrying out their duties to Aliyah Madrasas on Nunukan Island, North Kalimantan. This type of research is qualitative research located on Nunukan Island, North Kalimantan. Methods of data collection are carried out using observation, interview and documentation techniques. Data analysis carried out was data reduction, data presentation and data verification. Then the data validity is tested by observation and triangulation.

The results showed that performance of religious education teachers in the Aliyah Madrasah on Nunukan Island in North Kalimantan is relatively good. However, it still needs to be improved, especially in terms of discipline, ability in the preparation of components of learning devices, as well as the ability to use learning media. 2) Teacher education strategies to improve their performance by conducting continuous evaluations, supervising and evaluating administration, 3) Supporting factors for the performance of religious education teachers, namely a conducive learning atmosphere, harmonious relationships, the ability of the headmaster to motivate teachers. While the inhibiting factors

are the lack of facilities and infrastructure needed by religious education teachers, small and minimal income.

Keywords: Performance, Religious Education, Learning Media

Introduction

Education plays an important role in the development of science and technology. Humans are required to have knowledge (cognitive), certain attitudes (affective) and skills (psychomotor), in the face of survival and all the increasingly complex problems.¹ Education has an important role in community life, without education, it will be difficult to form human beings who have character, intellectual and noble character.

Education aims to develop the potential of students to become human beings who believe and fear the Almighty God, are noble, healthy, knowledgeable, capable, creative, independent and become citizens of a democratic and responsible state.²

Education is indeed a major center in building a nation's children, but we cannot deny that the role of an educator is also important in shaping the behavior of students who have moral character, are creative in innovation, and have intelligence. Therefore education and educators are very

¹Fuad Ihsan, *Dasar-dasar Kependidikan* (Jakarta: Rineka Cipta, 2008), h. 2.

²Republik Indonesia, *Undang-undang No 20 Tahun 2003 tentang Sistem Pendidikan Nasional* (Jakarta: BP. Cipta Jaya, 2003), h. 7.

important in shaping students who are able to change this country for the better.

In order to achieve these objectives, Government Regulation Number 19 of 2005 concerning National Education Standards, there are eight standards that must be met in implementing education. The eight standards referred to include: content standards, process standards, graduate competency standards, standards of educators and education personnel, standards of facilities and infrastructure, management standards, funding standards and educational assessment standards. One standard that is assessed directly related to the quality of graduates indicated by the competence of graduates is the standard of educators and education staff.³ This means that to be able to achieve the desired quality of graduates, the quality of teaching staff and education personnel has a major role.

Teacher's profession is positioned as the front and center guard in the implementation of the learning process. Related to that, the teacher's performance is always an interesting material to be studied and analyzed, both in organizing the learning process and in evaluating student learning outcomes on an ongoing basis.

The performance of a teacher who is expected to currently be in accordance with the mandate of the Republic

³Andi Tenri Ampa, *Pengaruh Kepemimpinan Kepala Madrasah dan Dukungan Teman Sejawat Guru terhadap Kinerja Guru Pada MTs Negeri Takkalalla Kabupaten Soppeng*. Tesis (Makassar, Pascasarjana UIN Alauddin Makassar, 2016). h. 2.

of Indonesia Law Number 14 of 2005 concerning Teachers and Lecturers Article 7 is more directed at professionals whose work or activities require expertise, skills or skills that meet quality standards, or certain norms.⁴

As education staff and teaching staff, every teacher in carrying out teaching tasks must have professional skills in the learning process. This ability is an indicator that the teacher is a job that requires expertise. With that ability, the teacher can perform his role according to the teacher's performance standards as a professional. Professionalism is developed from basic competencies that have characteristics: 1) excellent personality; 2) the ability to motivate students; 3) learning management capabilities as a whole; 4) the ability to express ideas; and 5) the ability to use the latest media and learning tools, learning approaches, and educational methodologies.⁵

The competence of a teacher is characterized by mastery and professional skills of his teacher, as well as his expertise that is in harmony with the demands of the field of science that is his responsibility. On the basis of the professional position, the teacher has authority in learning services and social services in the community. Gaffar in Syaiful Sagala mentions teacher performance standards that

⁴Republik Indonesia, *Undang-Undang RI Nomor 14 Tahun 2005 tentang Guru dan Dosen* (Cet. II; Bandung: Pustaka Pelajar, 2009), h. 11

⁵Syaiful Sagala, *Konsep dan Makna Pembelajaran; Untuk Membantu Memecahkan Problematika Belajar dan Mengajar* (Cet. IX; Bandung: Alfabeta, 2011), h. 149.

cover 3 (three) fields, namely: 1) content knowledge; 2) behavior skills; and 3) human relations skills.⁶

Madrasah Aliyah teachers on Nunukan Island still experience obstacles in carrying out the learning process due to inadequate educational facilities and facilities. This has an impact on the performance of the teacher concerned. This condition can be seen from the teacher's ability to carry out the chase it seems that it only fulfills the obligation to teach without meaning.

Based on the background above, the writer will examine the performance of the Teachers of Religious Education in Madrasah Aliyah on Nunukan Island, North Kalimantan, focusing on the subject matter which is the discussion of this research is the performance of teachers of Religious Education in Aliyah Madrasah on Nunukan Island, North Kalimantan.

Research Approach

Approach is the step and selection of methods used to solve research problems.⁷ In research, an approach is needed to adjust the problem of research with paradigms, scientific affiliation, and research theory.⁸ Approach is a

⁶Syaiful Sagala, *Konsep dan Makna Pembelajaran; Untuk Membantu Memecahkan Problematika Belajar dan Mengajar*, 149.

⁷Musfiqon, *Panduan Lengkap Metodologi Penelitian Pendidikan* (Jakarta, PT Prestasi Pustakaraya, 2012), h. 12

⁸Imam Suprayogo dan Tobroni, *Metodologi Penelitian Sosial Agama* (Cet. III; Bandung: Remaja Rosdakarya, 2003), h. 133.

method used to solve a problem, or an analysis knife to dissect the problems to be examined.

The main approach used in this study is a phenomenological approach with its main characteristics being qualitative methods. The phenomenological approach places the object of research in a multiple construction, seeing its object in one natural context rather than partially. The phenomenological approach is an approach that seeks to know the meaning of a phenomenon or event according to the subject that experiences it.⁹ The phenomenological approach tries to uncover the phenomenon of experience which is based on awareness that occurs in several individuals carried out in natural situations so that there is no limit in interpreting or understanding the phenomenon under study.

The scientific approach used to help the phenomenological approach in this study is a psychological approach, namely an approach based on theories of behavior change in accordance with the development and growth of the human soul.¹⁰ Psychological approaches are used to understand the psychiatric symptoms, behavior, and motivation of students in the learning process. The psychological approach in this study is directed at monitoring observable attitudes and behavior of religious education teachers.

⁹Lexy. J. Moleong, *Metode Penelitian Kualitatif* (Cet. XXVI; Bandung: PT Remaja Rosdakarya, 2009), h. 6.

¹⁰M. Shabir U, *Pengaruh Tingkat Pengetahuan Aspek Jinayah dalam Mata Pelajaran Fikih terhadap Perilaku Peserta Didik pada MAN di Kota Makassar*, h. 168.

Teacher's Performance in Religious Education at Aliyah Madrasas on Nunukan Island, North Kalimantan

1. Al Khairaat madrasah

To obtain an overview of the performance of religious education teachers at Aliyah Madrasas on the island of Nunukan in North Kalimantan, researchers conducted research on the Al Khairaat Madrasah. And the results of the study can be stated as follows:

a. In terms of planning

Based on the results of interviews with the Head of Al Khairaat Madrasah, Samsul Bahri, S.Pd said that:

In my Learning Planning Process, as the Head of Madrasah, it gives input to religious subject teachers to coordinate the components or elements of learning that are in learning planning so that the learning objectives and material to be taught are clear and systematic, so that the teaching and learning process will implemented to be effective and efficient.¹¹

In addition to conducting interviews with Madrasah Heads and Deputy Madrasah Heads of the Curriculum section at Al Khairaat Aliyah Madrasah, researchers also conducted interviews with Irfan, S.Pd as Deputy head of the Al Khairah Madrasah Aliyah in the related Student section on learning plans when viewed in terms of planning. And from the results of the interview obtained the following information:

¹¹Samsul Bahri, S.Pd, Kepala Madrasah Aliyah Al Khairaat Pulau Nunukan Kalimantan Utara, *Wawancara*, Tanggal 10 Januari 2019.

That teachers who teach religious education subjects at Al Khairaat Madrasah Aliyah all carry out learning plans according to the components contained in the learning plan, including: learning objectives, learning materials and methods as well as sources of learning tools.¹²

Based on the results of research conducted at the Al Khairaat Aliyah Madrasah in Nunukan Island, North Kalimantan, researchers looked directly at the learning plan document used by religious education teachers in the Madrasah. As for the types of documents that exist, including: Learning Syllabus, annual program, semester program and Learning Implementation Plan.

When researchers conduct direct observations of planning in the form of documents that are shown by the teachers of religious education to ascertain whether the teacher has carried out the learning plan in accordance with the predetermined lesson plan. From the results of these observations, the researcher observed that the religious education teacher who taught at Al Khairaat Aliyah Madrasah had implemented a good and quality learning plan based on the applicable KTSP RPP format.

b. Viewed in terms of the implementation of learning.

In the learning process of religious education teachers at the Al Khairaat Madrasah Ali Khalaat, Nunukan Island,

¹²Irfan, S.Pd, Wakil Kepala Madrasah Aliyah Al Khairaat Bagian Kesiswaan Pulau Nunukan Kalimantan Utara, *Wawancara*, Tanggal 12 Januari 2019

North Kalimantan, Deputy Head of the Madrasah Aliyah Curriculum Section, Anwar, S.Pd.I in his interview said that:

Religious Education Teachers are always present in class shortly before the subject takes place and open the meeting by saying greetings whose purpose is to build familiarity between students and teachers and build togetherness among students and begins with reading prayers to prepare students mentally.¹³

To ensure or ensure the performance of teachers of Religious Education at Al Khairaat Nunukan Madrasah. The researcher interviewed one of the participants in the X class Madrasah Aliyah, Putri Annisa. And obtained information:

Religious education teachers at the Al Khairaat Nunukan Aliyah Madrasah are able to manage the class well, are skilled in organizing students in the classroom, managing a fun learning process and implementing a conducive classroom atmosphere for learning. Always see the response of students when providing learning, and close the lesson well.¹⁴

Based on Tringulation of sources or three informants, the researchers concluded that the teacher of religious education in Al Khairaat Madrasah had carried out learning in accordance with the steps planned in the lesson plan.

c. Seen in terms of Evaluation

Associated with the evaluation and evaluation of Religious Education Teachers in Al Khairaat Madrasah,

¹³Anwar,S.Pd.I, Wakil Kepala Madrasah Aliyah Al Khairaat Bagian Kurikulum Pulau Nunukan Kalimantan Utara, *Wawancara*, 11 Januari 2019

¹⁴Putri Annisa, Siswi Kelas X Madrasah Aliyah Al Khairaat Pulau Nunukan Kalimantan Utara,*Wawancara*,Tanggal 14 Januari 2019

Nunukan Island, North Kalimantan. The researcher conducted an interview with the Head of Madrasah, Deputy Head of Madrasa and Teachers at Al Khairaat Madrasah, Nunukan Island, North Kalimantan.

The results of interviews of researchers with the Head of Al Khairaat Madrasah, Samsul Bahri, S.Pd obtained information:

Religious education teachers at Al Khairaat Madrasah Aliyah have compiled assessment tools that are suitable for learning objectives to achieve certain competencies according to what is written in the RPP. The teacher also reviews the various techniques and types of assessment, in addition to formal assessments carried out by the school and announces the results and their implications for students about the level of understanding of the learning material that has been and will be learned. The teacher also analyzes the results of the assessment to identify topics or basic competencies that are difficult so that the strengths and weaknesses of each peseta are known for remedial and enrichment purposes.¹⁵

Based on the observations of researchers related to the performance of religious education teachers at Al Khairaat Aliyah Madrasah in Nunukan Island, North Kalimantan, teachers of religious education in Al Khairaat Madrasah were able to carry out learning planning, implement learning and evaluation properly. But there are some teachers, especially older teachers who are not maximal in doing and using

¹⁵Samsul Bahri, S.Pd, Kepala Madrasah Aliyah Al Khairaat Pulau Nunukan Kalimantan Utara, *Wawancara*, Tanggal 10 Januari 2019.

learning media prepared in the learning process. So they only provide learning based on the methods they used before.

2. Madrasah Aliyah Al Ikhlas

Al Ikhlas Madrasah is the second Madrasah where researchers conducted research to obtain an overview of the performance of religious education teachers in Aliyah Madrasah on Nunukan Island, North Kalimantan. And researchers get the results of the study as follows:

a. Planning aspect

Head of Madrasah Aliyah Al Ikhlas, Andi Nurlinda AS, S.Pd explained about the performance of religious education teachers in terms of planning said:

That the teacher of religious education in Madrasah Al Ikhlas is expected to prepare and implement a learning plan that educates in full in accordance with what is in the RPP component. Including formulating what you want to achieve by the learning plan, what methods are used to assess those objectives, what material or material will be delivered, and how to convey the material and what media or tools are needed to support the implementation of the learning.¹⁶

From the results of research obtained at the Aliyah Al Ikhlas Madrasah in Nunukan Island, North Kalimantan, the researchers looked directly at the learning plan document used by religious education teachers in the Madrasah. As for the types of documents that exist, including: Learning Syllabus,

¹⁶Andi Nurlinda AS, S.Pd, Kepala Madrasah Aliyah Al Ikhlas Pulau Nunukan Kalimantan Utara, *Wawancara*, Tanggal 21 Januari 2019

annual program, semester program and Learning Implementation Plan.

Based on the results of research conducted by researchers related to the learning plan conducted by religious education teachers, the researcher draws the conclusion that the religious education teacher who teaches at the Aliyah Al Ikhlas Madrasah has implemented the learning plan well and in quality based on the applicable RPP and KTSP formats.

From the results of the Tringulation technique or information that the researcher got from the results of interviews, tracking documentation and observations, the researcher drew the conclusion that the Teacher of Religious Education in Al Ikhlas Madrasah Nunukan Island, North Kalimantan had a good performance when viewed in terms of planning.

b. Viewed from the aspect of learning implementation

If viewed in terms of Implementation of Learning Deputy Head of Madrasah Aliyah Al Ikhlas Curriculum Section Andi Ulfa Rosali, S.Pd said that:

Teachers of Religious Education at Madrasah Aliyah Al Ikhlas always carry out the implementation of Learning by using media if there is a need for media in teaching learning activities. This is indeed a necessity for every educator in Al Khairaat Madrasahs. Because the facilities available at the Al Khairaat Madrasah are very adequate

and the facilities and infrastructure are also very complete.¹⁷

According to one of the students in Al Ikhlas Madrasah, Nunukan Island, North Kalimantan, Rahmat Tri Yudiansyah, a grade XI student said that:

Religious Teachers Teachers at Madrasah Aliyah in Nunukan Island, North Kalimantan at the end of the study day always summarizes the subject matter of the new study and gives each student the opportunity to ask if the teaching material or instructional material is less understood by the learners. And sometimes when teachers of religious education are required to use the media in executing the lesson. And at the end of the study material it encourages learners to apply concepts or positive values of teaching materials to be applied in everyday life.¹⁸

From the results of interview researchers using three informants or commonly called Triangulation sources, the researchers draw the conclusion that the performance of Teachers of Religious Education in Madrasah Al Ikhlas has carried out learning in accordance with what was planned in the preparation of RPP. The implementation of learning by using media uses media so that students can more easily understand and understand applied to Al Ikhlas Madrasah.

b. Viewed in terms of evaluation

¹⁷Andi Ulpa Rosali, S.Pd,Wakil Kepala Madrasah Aliyah Al Ikhlas Bagian KurikulumPulau Nunukan Kalimantan Utara,*Wawancara*,Tanggal 22 Januari 2019

¹⁸Rahmat Tri Yudiansyah,Siswa Kelas XI Madrasah Aliyah Al Kihlas pulau Nunukan Kalimantan Utara,*Wawancara*,Tanggal 25 Januari 2019

Associated with the evaluation and evaluation of Religious Education Teachers at the Al Ikhlas Aliyah Madrasa, Nunukan Island, North Kalimantan. The head of Al Ikhlas Madrasah, Andi Nurlinda AS, S.Pd revealed that:

Madrasah Aliyah Al Ikhlas gives a standard to teachers of religious education in developing teaching skills that aim to get a clear picture of the learning objectives. One of them is how the religious education teacher makes notes in the class where they teach such as the results of tests and assignments which are indicators of the extent to which the teacher can link between teaching planning, the teaching process and the results of what has been taught to students .¹⁹

From the results of the research conducted when viewed in terms of evaluating the performance of religious education teachers at Madrasah Aliyah Al Ikhlas, researchers looked at the documents directly owned by the religious education teacher regarding the evaluation of the performance of religious education teachers. This means that the evaluation of the performance of the teacher of religious education has been going well and in accordance with what was prepared previously.

Observations conducted by researchers at Madrasah Aliyah Al Ikhlas, Nunukan Island, North Kalimantan related to the performance of religious education teachers, the researchers concluded that religious education teachers at

¹⁹Andi Nurlinda AS, S.Pd,Kepala Madrasah Aliyah Al IkhlasPulau Nunukan Kalimantan Utara,*Wawancara*,Tanggal 21 Januari 2019

Madrasah Aliyah Al Ikhlas when viewed in terms of evaluation had carried out learning plans in accordance with what had been prepared previously. The availability of adequate facilities and infrastructure strongly supports the achievement of an optimal learning plan. Evaluations that are always carried out by religious education teachers aim to improve what is lacking and not appropriate to improve better performance.

3. *Madrasah Aliyah Al Ma'arif*

The researcher then conducted observations at the Al-Ma'arif Aliyah Madrasah to find out the extent to which the Teacher's Education Religion Performance in Nunukan Island, North Kalimantan. Madrasah This is the 3rd Madrasah where researchers conduct observations and the results the researchers get are as follows:

a. Viewed in terms of planning

Head of Al Ma'arif Madrasah Aliyah, Nurhikmah Karman, S.Pd when asked about the performance of teachers in terms of planning argued:

The teacher can arrange syllabus in accordance with the curriculum, the teacher designs a learning plan that is in accordance with the syllabus to discuss certain teaching materials, so that students can achieve the basic competencies set. The teacher also follows the sequence of learning material by paying attention to the learning objectives. The teacher chooses learning material that is appropriate to the learning objectives, right and up to date, according to the age and level of learning abilities of students and can be implemented in

the classroom according to the context of the daily life of the peseta students.²⁰

At the Al Ma'arif Aliyah Madrasah Nunukan Island, North Kalimantan, from the results of observations made by researchers. Aliyah Madrasah has done a good learning plan. This is evidenced by the completeness of the learning plan documents used by religious education teachers in the Madrasah. This is a good thing, if seen from the performance of religious education teachers in the Madrasah who only have 2 religious education teachers for 4 fields of study taught.

Based on what the researcher saw and observed, the religious education teacher who taught at Al Ma'arif Madrasah Aliyah had implemented the learning plan well according to what was arranged in the RPP (observation data attached). Dari Segi Pelaksanaan Pembelajaran

The results of interviews with researchers with the Deputy Head of Madrasah Aliyah Al Ma'arif Curriculum Section, Samsualang, S. Kom when asked about the performance of religious education teachers viewed in terms of Learning Implementation said that:

Religious Education Teachers at Al Ma'arif Madrasah Aliyah have carried out learning activities according to the RPP that had been prepared previously. And has carried out the procedure of transferring knowledge of religious education to students in teaching activities correctly. Because the teacher of religious education in the Madrasah Aliyah Al MA'arif has understood in

²⁰Nurhikmah Karman, S.Pd, Kepala Madrasah Aliyah Al Ma'arif Pulau Nunukan Kalimantan Utara, *Wawancara*, Tanggal 18 Februari 2019

integrating the task of educating, teaching, guiding, directing, training, evaluating their respective students.²¹

Based on information from researchers from informants, researchers took conclusions that the teacher of religious education at Al Ma'arif Madrasah Ali Ma'arif Nunukan Island, Kalimantan, had carried out learning in accordance with what was arranged in the lesson plan.

a. Evaluation aspect

Nurhikmah Karman, S.Pd, Head of Al Ma'arif Nunukan Madrasah Aliyah said that:

The Performance of Teachers of Religious Education in Al Ma'arif Nunukan Islamic Elementary School based on evaluations carried out in a certain period in carrying out the learning process has been going well, because the preparation of learning plans that have been applied to students is in accordance with what has been prepared before. by students at the end of the semester it has been very satisfying. This is certainly very important for us to maximize the potential of each participant to achieve or get better grades.²²

Teachers Educating Religion at Ma'arif Madrasah Ali'ah Nunukan Island, North Kalimantan has carried out the learning process accompanied by quality professional service quality. Always trying to find the right idea or method and useful to foster a sense of wanting to learn for each student in

²¹Samsualang, S.Kom, Wakil Kepala Madrasah Aliyah Al Ma'arif Bagian Kurikulum Pulau Nunukan Kalimantan Utara, *Wawancara*, Tanggal 20 Februari 2019

²²Nurhikmah Karman, S.Pd, Kepala Madrasah Aliyah Al Ma'arif Pulau Nunukan Kalimantan Utara, *Wawancara*, Tanggal 18 Februari 2019

school. This indirectly helps develop the career of the teacher as a professional

Based on Observation data that the researcher saw in the field that the Religious Education Teacher had carried out an evaluation of the techniques and methods used in the implementation of learning. Assessment of the competencies possessed by students regarding the ability to receive lessons has been well implemented.

Strategy of Improving the Performance of Religious Education Teachers in Madrasah Aliyah in Nunukan Island of Northern Kalimantan

The implementation of learning is the implementation of the Learning Implementation Plan (RPP) that has been prepared by the teacher. A teacher must carry out the process of education, teaching, and training. In providing teaching, teachers are required to be skilled in mastering science and technology. Therefore a teacher must have various skills and be able to apply them.

1. Al Khairaat Madrasah Aliyah

In connection with the implementation of the strategy to achieve these objectives, the teacher of religious education at the Al Khairaat Madrasah Aliyah Nunukan Island North Kalimantan did this. Head of Al Khairaat Madrasah, Samsul Bahri, S.Pd stated that:

There are several strategies carried out in order to improve teacher performance, including teachers of religious education at Al Khairaat Nunukan Aliyah Madrasah, namely by conducting continuous

evaluations of teacher performance which means what they have achieved and what they have not achieved. The form of teacher performance assessment includes the supervision and assessment of the administration of the performance of teacher discipline every day by providing motivation to teachers to continue to improve their performance, including encouraging and sending teachers to take part in teacher professional training and education.²³

The researcher also interviewed one of the other Religious Education Subject Teachers namely Subject Teacher Aqidah Ahlak, H. Abdullah. T, S.Pd.I about the Strategy in learning said that:

So far we have taught based on what we did just as we used to. Maybe because we as teachers have been teaching for a long time in this Madrasah, so everything that has to do with the ideal methods and methods of teaching has been well understood, but we still refer to the existing RPP, but there is learning planning contained in the component We may not use RPP in learning activities for students, namely the use of LCD learning media, because we are not familiar with using the media. But the ability to develop assessment tools, material mastery capabilities and the ability to manage classes is still done when conducting learning.²⁴

Based on the Strategy put forward by the Head of Madrasah, Deputy Head of Student Affairs Madrasa and two Madrasah Aliyah Al Khairaat Religious Education Teachers,

²³Samsul Bahri, S.Pd, Kepala Madrasah Aliyah Al Khairaat Pulau Nunukan Kalimantan Utara, *Wawancara*, Tanggal 10 Januari 2019.

²⁴H. Abdullah. T, S.Pd.I, Guru Mata Pelajaran Aqidah Akhlak Madrasah Aliyah Al Khairaat Pulau Nunukan Kalimantan Utara, *Wawancara* ,

Nunukan Island, North Kalimantan. The researcher concludes that there is a strategy carried out in order to improve the performance of the teacher of religious education by conducting a continuous evaluation of the performance of religious education teachers regarding what they have achieved and what they have not achieved.

1. Madrasah Aliyah Al Ikhlas

In improving the performance of the Teachers of Religious Education at Madrasah Aliyah Al Ikhlas, Nunukan Island, North Kalimantan, in the implementation of learning Penlis conducted an interview with Muhammad Saparuddin, S.Pd.I related to the Performance Professionalism of Religious Education Teachers obtained information that:

The professionalism of a teacher in carrying out the profession as an educator must be accompanied by the quality of teacher resources and competencies possessed. The teacher has a very vital role in the success of the teaching and learning process in the classroom, the interaction between students and educators has a huge impact on the quality of learning outcomes, which in turn will determine the quality of the students themselves, therefore a teacher should not just fixated on the lecture method in providing learning but must also use the media as a means of delivering learning material.²⁵

²⁵Saparuddin, S.Pd.I, Guru Mata Pelajaran Pendidikan Agama Al Qur'an Hadist Madrasah Aliyah Al Ikhlas Pulau Nunukan Kalimantan Utara, *Wawancara*, Tanggal 26 Januari 2019

The professionalism of a religious education teacher in Madrasah Aliyah Al Ikhlas in implementing strategies in teaching and learning activities is the component that most determines the success of learning in their education system as a whole. The teacher has a very central role in the success of an educational institution, because the teacher will always be associated with any component in the education system.

2. Madrasah Aliyah Al Ma'arif

Strategy is the main key in creating the professionalism of a teacher of religious education, for which the school creates a good climate, teachers guarantee the performance of professional teachers in an educational institution. This was stated by the Head of Al Ma'arif Madrasah Aliyah, Nurhikmah Karman, S.Pd, when describing the strategies applied to improve the professionalism of a teacher. He said that:

Aliyah Ma'arif Madrasah always implement strategies to optimize the performance of religious education teachers to achieve the desired results. Therefore the professionalism of a religious education teacher in carrying out learning activities in the classroom is a very important element for the success of a teaching and learning process. We will always provide an assessment of teacher performance at our institution. And every result achieved will be evaluated at any time. The appreciation we give to teachers who are professional can provide the opportunity for these teachers to take part in the training as the development of the quality of the resources they have and also provide incentives to

teachers who have good performance. We do this to motivate other teachers to work better.²⁶

Meanwhile Deputy Head of Madrasah Aliyah Al Ma'arif Curriculum section, Samsualang, S. Kom said that:

The assessment of the performance of a religious education eye teacher is not only focused on the results achieved must be in accordance with the preparation of plans made previously. However, a mature strategy is needed to improve the performance of religious education subject teachers at the Al Ma'arif Aliyah Madrasah. Further training on the performance of teachers of religious education, one of which is by upholding the discipline of responsibility as educators, providing motivation, appreciation and building commitment with teachers to work better, is part of a strategy to improve the performance of religious education teachers in Madrasahs this.²⁷

Furthermore Deputy Head of Ma'arif Madrasah Aliyah Student Section, Muh. Ridwan, S.Pd provided a description regarding the Strategy to improve the Performance of Religious Education Teachers, namely:

Giving appreciation, scholarships for education and promotion and assignments to take part in the training of teacher resource development is a strategy applied to Al Ma'arif Aliyah Madrasahs. This aims to increase the sense of responsibility and dedication of the religious education eye teacher in carrying out his duties as an educator. Building commitment with religious

²⁶Nurhikmah Karman, S.Pd, Kepala Madrasah Aliyah Al Ma'arif Pulau Nunukan Kalimantan Utara, *Wawancara*, Tanggal 18 Februari 2019

²⁷Samsualang, S.Kom, Wakil Kepala Madrasah Aliyah Al Ma'arif Bagian KurikulumPulau Nunukan Kalimantan Utara, *Wawancara*, Tanggal 20 Februari 2019

education teachers on roles, duties and obligations is expected to improve the performance of religious education teachers. Because at this Aliyah Al Ma'arif Madrasa, besides my position as Deputy Chief of Madrasah for Student Affairs, I also have a position as a teacher of religious education for the subjects of Aqidah Akhlak and Islamic Cultural History subjects.²⁸

On the other hand, researchers interviewed an eye teacher in religious education, who also taught for 2 subjects, namely Al-Hadist subjects and Fiqh, Maslim, S.Pd. from the results of the interview the researchers asked for strategies used to improve performance as teachers of religious education, and obtained information that:

So the strategy that I applied before teaching was that I definitely knew the teaching material that I was going to teach and always prepared teaching material by considering the abilities of each student, I prepared the technique how to convey it to students so students could understand and understand what I say and what I explained. And always manage the class so that the teaching and learning process runs smoothly. If indeed the media is needed in the learning, then I will present the media in the teaching material, the purpose is that students are easy to understand and easy to understand the teaching materials that I teach.²⁹

²⁸Muh. Ridwan, S.Pd, Wakil Kepala Madrasah Aliyah Ma'arif Bagian Kesiswaan, Guru Mata Pelajaran Aqidah Ahklak, Guru Mata Pelajaran Sejarah Kebudayaan Islam Madrasah Aliyah Al Ma'arif Pulau Nunukan Kalimantan Utara, *Wawancara*, Tanggal 21 Februari 2019

²⁹Maslim, S.Pd, Guru Mata Pelajaran Al-Qur'an Hadis, Guru Mata Pelajaran Fiqih Madrasah Aliyah Al Ma'arif Pulau Nunukan Kalimantan Utara, *Wawancara*, Tanggal 23 Februari 2019

Based on the results of observations of researchers at Al Ma'arif Madrasah Ali Ma'arif Nunukan North Kalimantan related to strategies to improve the performance of Religious Education Teachers, researchers obtained a picture of appreciation for the professionalism of a subject teacher Religious education is something that greatly supports the performance of teachers of religious education. In the sense that religious education teachers always want their work to be appreciated by the school for the achievements they have already received. The awards can be in the form of incentives, scholarships and opportunities to participate in activities to improve their performance. Regardless of the award, the religious education teacher always carries out his duties and obligations responsibly. The mechanism for giving awards to them is entirely left to the policies of the founders or Madrasahs where they teach.

3. Madrasah Aliyah Nur Islam

This Islamic Aliyah Nur Islamic School is an Aliyah Madrasah under the auspices of the Hidayatullah Islamic Boarding School in Nunukan Island, North Kalimantan. The youngest Merupaka Madrasah on Nunukan Island.

Talking about the Performance of Religious Education Teachers, Head of Madrasah Aliyah Nur Islam, Dulahir, S.Pd.I has its own Strategy to improve the quality of religious education teachers at the Madrasah he leads, he said:

Religious Education Teachers of Madrasah Aliyah Nur Islam have a very high level of discipline and integrity, especially in the matter of dedication to their

responsibilities in carrying out their work as educators all based on the vision and mission of Islamic Nur Aliyah Madrasah. Their religious education teacher's loyalty is undoubted. Even though they only paid Rp 8000/1 in lesson hours they continued to implement it with high dedication. There is even a teacher whose home is about 25 kilometers from the Madrasah. But he always tries to be present to provide teaching to students. This proves that the planting of professionalism to teachers and strategies implemented by Madrasah leaders is very effective in fostering a sense of responsibility for the profession in the religious education eye teacher.³⁰

The strategy to improve the performance of religious education teachers at Madrasah Aliyah Nur Islam was also expressed by Deputy Head of Madrasah, Ir. Farida Ahmad. R, besides that he is also a Fiqh subject teacher. And he said the same thing as revealed by the Head of Madrasah. And he added that:

To foster the professional attitude of religious education teachers to improve their performance is to provide guidance, application of work discipline, and provide understanding regarding the vision and mission of the Madrasah for the purpose of fostering high attitudes of loyalty and responsibility in carrying out their duties and obligations. provided by Madrasahs in the form of facilities for teachers, namely in the form of

³⁰Dulahir, S.Pd.I, Kepala Madrasah Aliyah Nur Islam Pulau Nunukan Kalimantan Utara, *Wawancara*, Tanggal 25 Februari 2019

living quarters around the Madrasah and daily necessities.³¹

Meanwhile the Deputy Head of the Islamic Nurse Student Madrasah Section, Rahman Mansyur, S.Pd.I revealed the Strategic Performance Improvement of Professional Religious Education teachers is by:

Providing motivation to teachers with awards for attending training held once a year to Religious Education Teachers in the Regional Department of the Hidayatullah Center located in the city of Tanjung Selor, North Kalimantan, whose purpose is to increase the knowledge of teachers in the education world as well as to improve their competencies and abilities to become professional teacher in the field of study taught.³²

Regarding the professionalism of the performance of teachers of religious education at Madrasah Aliyah Nur Islam, Mustabsyirah, as the teacher of the subject of the Qur'an the Hadith said that:

To improve the performance of teachers in the eyes of religious education at Madrasah Aliyah Nur Islam, the strategy applied by the head in this case the highest leadership in the madrasa always provides motivation and guidance to the teachers. instilled a high dedicative attitude towards one's duties and obligations. Be responsible for attitude and commitment to quality,

³¹Ir. Farida Ahmad. R, Wakil Kepala Madrasah Nur Islam Bagian Kurikulum pulau Nunukan Kalimantan Utara, *Wawancara*, Tanggal 26 Februari 2019

³²Rahman Mansyur, S.Pd.I, , Wakil Kepala Madrasah Nur Islam Bagian Kesiswaan pulau Nunukan Kalimantan Utara, *Wawancara*, Tanggal 27 Februari 2019

process and work results and always try to improve and update the models or how they work in accordance with existing guidelines based on high awareness that the task of educating is the task of preparing future generations to come.³³

The strategy to improve the performance of teachers of religious education at Madrasah Aliyah Nur Islam, Nunukan Island, North Kalimantan focuses on how a teacher explores the Madrasah Vision and Mission. Commitment to advance school is the main key for this madrasa to motivate teachers to work better. Providing Motivation to Religious Education Teachers that Living in service, togetherness and caring about the advancement of education is a true educational goal. This is always instilled in every self of the religious education teacher at Islamic Madrasah Aliyah Nur which aims to improve the quality of teacher performance to better understand and better understand the meaning, meaning and nature of the real teaching profession.

Supporting and Inhibiting Factors of Teacher's Performance in Religious Education at Aliyah Madrasah on Nunukan Island, North Kalimantan

Madrasah Aliyah Al Khairaat

In carrying out well-organized and planned activities, there are two things that accompany the activity. There are those that support and those that hinder. Likewise the

³³Mustabsyirah, Guru Mata Pelajaran Al-Qur'an Hadis Madrasah Aliyah Nur Islam Pulau Nunukan Kalimantan Utara, *Wawancara*, Tanggal 2 Maret 2019

researchers found in the field related to the assessment of the performance of religious education teachers at the Al Khairaat Aliyah Madrasa on the island of Nunukan, North Kalimantan.

a. Supporting factors

Based on the results of interviews with researchers with religious education teachers in the field of jurisprudence, Alias, S.Hi. related to factors that support the performance of education teachers, information is obtained as follows:

As a Fiqh subject teacher I feel comfortable in carrying out the teaching and learning process at this Madrasah, because I have served this madrasah for a long time and have served as head of Madrasah in this Institute. But I continued to carry out my duties as an ordinary teacher because friendship with the teachers and the foundation was very close. Besides that the madrasah appreciates every achievement achieved by the teacher of each teacher. appreciation can be in the form of incentives and other awards.³⁴

Meanwhile the statement of the Deputy Head of Al Khairaat Madrasah Aliyah in the Curriculum section, Anwar, S.Pd.I expressed his opinion on the supporting factors of the Performance of Religious Education Teachers stating that:

One aspect that supports the improvement of the performance of religious education teachers in Al Khairaat Madrasah is how the ability or competence possessed by a teacher of religious education is maximally applied in learning activities. If the teacher has a high education and in accordance with his field of

³⁴Alias, S.Hi, Guru Mata Pelajaran Fiqh Madrasah Aliyah Al Khairaat Pulau Nunukan Kalimantan Utara, *Wawancara*, Tanggal 19 Januari 2019

work, it will achieve maximum performance. And all that will not be achieved if the performance is not supported by the enthusiasm and motivation of the teacher.³⁵

From the interviews of the Researchers with three Religious Education Teachers, Madrasah Heads and Deputy Madrasah Heads of Al Khairaat Madrasah Curriculum Section, Nunukan Island, North Kalimantan, the researchers concluded that the supporting factors of Religious Education Teachers in Al Khairaat Madrasas were good relations between the teacher and the foundation who is very concerned about the state of the teacher by instilling the principles of appreciation for educators who have work creativity and innovation. The attention of schools that provide learning media needed by teachers and easily accessible and easily accessible locations for teaching places are factors that support Teacher's performance in these Madrasas.

a. Obstacle factor

Interview researchers with religious education teachers in the field of Fiqh, Alias, S.Hi. related to factors that hinder the performance of religious education teachers obtained information that:

There are some educators who cannot use the facilities and infrastructure owned by Madrasas, there

³⁵Anwar, S.Pd.I, Wakil Kepala Madrasah Aliyah Al Khairaat Bagian Kurikulum Pulau Nunukan Kalimantan Utara, *Wawancara*, Tanggal 11 Januari 2019

are still educators who have not been able to use the learning media well. Besides that the Madrasah area is very small, so sometimes there are many activities that cannot be carried out in the Madrasah area.³⁶

Based on the results of interviews of researchers with the Head of Al Khairaat Madrasah Aliyah Nunukan Island, North Kalimantan, Samsul Bahri, S.Pd about the inhibiting factors of the performance of religious education teachers in the Islamic Madrasah he led:

The absence of Teachers with ASN status (State Civil Apparatus) in Al Khairaat Madrasah Aliyah is a factor in the performance of religious education teachers. The delay in salaries received by teachers is also a limiting factor for teacher performance and special education and training activities for teachers of religious education are rarely carried out on Nunukan Island as well as causing the optimal performance of religious education teachers in Al Khairaat Madrasahs.³⁷

From the interviews of Researchers with Religious Education Teachers, Madrasah Heads and Deputy Madrasah Heads of the Al Khairaat Madrasah Curriculum Section in Nunukan Island, North Kalimantan, the researchers concluded that the most fundamental inhibiting factor in improving the performance of Teachers of Religious Education in Al Khairaat Madrasah, Nunukan Island, North Kalimantan is the Teacher Religious education is not capable

³⁶Alias, S.Hi,Guru Mata Pelajaran Fiqih Madrasah Aliyah Al Khairaat Pulau Nunukan Kalimantan Utara,*Wawancara*,Tanggal 19 Januari 2019

³⁷Samsul Bahri, S.Pd,Kepala Madrasah Aliyah Al Khairaat Pulau Nunukan Kalimantan Utara,*Wawancara*,Tanggal 10 Januari 2019

of utilizing technology in the implementation of learning, even though the development of the era expects educators to be experts in using media, so that they can assist educators in transferring subject matter and making it easier for students to receive knowledge.

Conclusion

Based on the results of the research previously stated, it can be concluded as follows:

1. The performance of teachers of Religious Education at the Nunukan Island Aliyah Madrasah in North Kalimantan which includes learning planning, implementation of learning and assessment of learning outcomes. Based on the results of the study, the Teacher's Performance is classified as good, but it still needs to be improved, especially in terms of discipline in carrying out learning with the aim of increasing the ability to compile the components of the learning device and the training of learning.
2. Teacher Education Strategy in Nunukan Island North Kalimantan Madrasah to improve their performance based on the analysis of research data, obtained information related to the strategy used, namely by conducting a continuous evaluation of the performance of religious education teachers. Supervise and evaluate teacher performance administration.
3. Factors that support the performance of religious education teachers in Nunukan Island North Kalimantan

Madrasah, namely a conducive learning atmosphere, and a harmonious relationship between Madrasah Heads and Teachers, Teachers with Teachers, Teachers with students and the ability of Madrasah leaders to motivate teachers religious education to uphold discipline that is professional in carrying out his profession as a teacher of religious education. Whereas the factors that hamper the performance of the Nunukan Island Madrasah Aliyah religious education teacher in North Kalimantan are lack of facilities and infrastructure needed by religious education teachers in the learning process, small and minimal income and often late receipts are also other performance limiting factors and lack of teachers the qualification.

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