TEACHER PROFESSIONAL COMPETENCE IN PAI LEARNING (IMPLEMENTATION OF THE INDEPENDENT LEARNING CURRICULUM AT SDIT AVICENNA LASEM)

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Abstract

Teacher professional competence is an ability that teachers must have in the learning process, both the ability to manage the class and the ability to understand and convey learning material. This research aims to determine the professional competence of teachers in PAI learning in the implementation of the independent learning curriculum at SDIT Avicenna Lasem. This research uses descriptive research with a qualitative approach. The subjects of this research were class IV PAI teachers and school principals. Data collection techniques use three methods, namely interviews, observation and documentation. The results of research regarding the professional competence of teachers in PAI learning in the implementation of the independent learning curriculum with reference to 6 indicators show that indicators 2, 4 and 6 are each sub-indicators implemented well, while in indicators 1, 3 and 5 there are several sub-indicators that not yet implemented include: sub-indicator 1.4 teachers have not mastered various learning models and methods, sub-indicator 3.3 teachers have not developed PAI learning materials using learning approaches that are in accordance with the religious understanding of elementary school students, sub-indicator 4.1 teachers have not carried out reflection on their own performance, sub indicator 4.2 teachers have not utilized the results of reflection to improve professionalism, and in sub-indicator 4.3 teachers have not carried out classroom action research to improve professional competence.

Keywords: *teacher professional competence, PAI learning, independent curriculum.*

INTRODUCTION

Teachers have a central role in creating an academic atmosphere in the classroom. The success of students in achieving learning goals is very dependent on the involvement and role of the teacher. The teacher's role is not only limited to classroom learning, but also includes prior preparation and follow-up after teaching and learning activities. In other words, teachers have the responsibility to plan, implement and assess the learning process as well as possible in order to improve the quality of education for students (Rezeki et al., 2023). To improve the quality of education, teachers are needed who have high qualifications, competence and dedication in carrying out their professional duties (Kunandar, 2009; Susanto et al., 2023). This is regulated in Law of the Republic of Indonesia Number 14 of 2005 concerning Teachers and Lecturers which states that teachers are professional educators with the main task of educating, teaching, guiding, directing, train, assess and evaluate students in early

childhood education through formal education, basic education and secondary education.

In the scope of education, a teacher who is considered professional is one who has adequate academic qualifications, proven competency, an educator certificate, good physical and spiritual health conditions, and has the ability to realize national education goals (according to Law Number 14 of 2005). Based on these criteria, it can be concluded that teachers who meet these standards have the main things that support the achievement of quality education (Rezeki et al., 2023). The four competencies required by Law Number 14 of 2005 concerning Teachers and Lecturers and Government Regulation Number 57 of 2021 concerningNational Education Standards include: pedagogical competence (ability to manage learning), personality competence (personal ability to be strong, have noble character, wisdom and authority, and be a role model for students), social competence (teacher's ability to communicate and interact effectively and efficiently with students, fellow teachers , parents/guardians of students, and the surrounding community), and professional competence obtained from professional education (the ability to master subject matter broadly and in depth) (PP Number 57, 2021; Law Number14, 2005).

Efforts to improve teacher professional development can be assessed from the teacher's ability to carry out learning in accordance with curriculum demands. The current Merdeka Belajar curriculum broadens the horizons of thinking, provides freedom to learn, and re-emphasizes the importance of assessment. The concept of Merdeka Belajar is an attempt to return the national educationsystem to the essence of the law, allowing schools to interpret the basic competencies of the curriculum in their assessments (Sherly, 2020).

Freedom to learn, according to the Ministry of Education and Culture, means implementing the curriculum in a challenging and enjoyable learning process, with an emphasis on developing innovative and creative thinking by teachers. The essence of freedom of thought must start from teachers, as the main motor in national education (Susanto et al., 2023). The problem faced in teacher professionalism is resistance to change. Curriculum renewal in Indonesia requires teachers to change the way of learning inthe classroom, the curriculum in Indonesia continues to change but the learning carried out by teachers is still the same as before. (Edu et al., 2017). The demand to adapt to these changes is not only applies to teachers of general subjects, but also applies to teachers of Islamic Religious Education (PAI) subjects.

The existence of religious subjects has a foundation both constitutionally,

juridically and operationally. Religious studies are specifically regulated in the National Education System Law (UU Sisdiknas) Number 20 of 2003. In article 12 paragraph 1 it is explained that every student in every educational unit has the right to receive religious education according to the religion they adhere to and taught by educators of the same religion. The religious education referred to is clarified in Government Regulation Number 55 of 2007 and Number 13 of 2014 concerning religious education and religious education, it is emphasized that religious education is education that provides knowledge and shapes the attitudes, personalities and skills of students in practicing the teachings of their religion which is carried out at least through subjects/lectures in all pathways, levels and types of education.

Religious education has a function in forming children's character the given nation is not only limited to providing knowledge, but formation of attitudes and personality as well as the ability to practice the religious teachings of each student (Hamzah & Irviana, 2022). Learning Islamic Religious Education (PAI) in the independent curriculum is determined based on Decree of the Head of BSKAP No. 8 of 2022. Learning Achievement or CP is used as a replacement for the terms Core Competencies (KI) and Basic Competencies (KD). Islamic religious education is directed at preparing students to be spiritually stable, have noble character, and have an understanding of the basics of the Islamic religion and how to apply it in everyday life.

The results of research at UPT SMP Negeri 5 Medan describe that success in implementing the Independent Learning Curriculum is related to the role of teachers who have professionalism in implementing the learning process. The professionalism of teachers at UPT SMP Negeri 5 Medan is proven with certification as a professional. This is in accordance with the regulation of the Minister of State Apparatus Empowerment and Bureaucratic Reform Number 16 of 2009 which states that teachers are required to continuously improve and develop their academic qualifications and competencies in line with developments in science and technology. This certification is formal proof that the teacher has met the professional standards required to carry out educational duties.

In achieving the level of professionalism, PAI teachers at UPT SMP Negeri 5 Medan has 13 important characteristics of a professional teacher, namely: teacher has strong energy in supporting the development of students and teachers set clear learning objectives, the teacher has effective discipline skills, the teacher is able to manage the class carefully, the teacher carries out effective and efficient communication, the teacher instills high expectations in students, the teacher has

a deep understanding of the curriculum, the teacher masters the subject they teach, teachers are also committed to providing the best in the teaching process, teachers build quality relationships with students, teachers also provide direction on how to learn effectively, teachers show good behavior in interactions with others and teachershave adequate knowledge about media social.

The 13 points mentioned above mean that PAI teachers at UPT SMP Negeri 5 Medan meet the criteria for a professional teacher, which is also supported by teacher certification. The professionalism of PAI teachers can be assessed through the experience of those who have been committed for 10 years at UPT SMP Negeri 5 Medan.They are also Civil Servants (PNS) at DPK and have obtained certification through Teacher Professional Education and Training (PLPG). Apart from that, they routinely participate in government programs related to the implementation of the Independent Learning Curriculum in PAI subjects (Anggraini, 2023).

In contrast to PAI teachers at SDIT Avicenna Lasem, in reality they still adopt conventional teaching methods and do not yet have an educator certificate. Although SDIT Avicenna Lasem is known as an elementary school that has a significant number of students, adequate facilities, and is the first choice for parents. Especially in facing curriculum changes, such as the implementation of the independent learningcurriculum, SDIT Avicenna Lasem has demonstrated its fast adaptation skills. However, the successful implementation of this new curriculum is very dependent onthe professional competence of teachers.

This professional competency is a key element in implementing the independentlearning curriculum, and must be possessed by teachers. Important aspects of this professional competency include the ability to understand the material well, a deep understanding of learning outcomes, skills in developing the material, the ability to reflect on professional aspects, mastery of information and communication technology (ICT), and an encouraging attitude. teachers to always learn from their professional environment. In this way, SDIT Avicenna Lasem teachers can be more effective in facilitating the learning process in accordance with new curriculum demands. Therefore, researchers are interested in discussing more about the professional competencies possessed by PAI teachers in implementingthe independent curriculum at SDIT Avicenna Lasem.

METHOD

The research method used by researchers is descriptive qualitative. This qualitative descriptive research uses inductive data analysis techniques. (Daniel,

2016) states that qualitative research reveals the opinions, thoughts and feelings of respondents and has been widely used to describe and study the results (Zein, 2018). According to (Cresswell, 2013), phenomenon exploration in the context of qualitative research is the process of examining certain phenomena from a perspective where the key concepts, ideas, or processes being researched are considered to be the core of the research. Therefore, the research problem regarding PAI teachers at SDIT Avicenna Lasem who carry out teaching and learning activities still using conventional teaching models and learning media requires exploration (because researchers need to better understand the professional competence of teachers in PAI learning in implementing the independent learning curriculum at SDIT Avicenna Lasem). This research involved grade IV PAI teachers and school principals. Data was collected through observation, interviews and documentation.

Observations are carried out to check certain behavior by using an observation sheet. Furthermore, this research uses observations to document individual behavior and assess it by referring to a prepared scale. This observational approach allows researchers to identify individual behavior in depth, rather than simply recording their perceptions (Cresswell, 2013). Observation is the main method used in this research, to see how professional competence teachers in PAI learning are in implementing the independent learning curriculum at SDIT Avicenna Lasem.

Interviews were conducted with class IV PAI teachers and school principals. Relevant information is collected, described and clarified while maintaining a 'feeling of openness' to the informant's responses (Cresswell, 2013). These interviews expanded previous collections and conceptualizations developed up to that time. Interviews were conducted in a semi-structured setting, allowing researchers and informants to explore questions, discussions, and methods in different ways throughout the interview (Merriam, SB, & Tisdell, 2017; Daniel, 2016).

Documentation was carried out to collect data in the form of madrasa head supervision sheets and teaching administration (KOSP, prota, promes, ATP, teaching modules). Data were analyzed following the techniques proposed by (Miles, MB, & Huberman, 1994), which consisted of data reduction, data presentation, and withdrawal conclusion (Knauf, 2017). The basic concept of documentation is one thing that can help increase participation. Documentation includes all forms of verbal and visual recordings of the subject's thoughts and activities that can be observed (Alasuutari & Kelle, 2015; Frindte & Mierendorff,

2017; Knauf, 2017).

RESULT AND DISCUSSION

A professional teacher is a teacher who is able to master the learning material to be taught, and is able to develop his abilities continuously both in terms of knowledge and experience. Professional teachers can at least master two teaching characteristics, namely mastery of teaching materials and students. These two characteristics can be used as benchmarks for determining the methods and strategies that will be used during learning (Rusdiana et al., 2015). The results of this research are based on teacher professional indicators according to Sidiq in the book entitled Professional and Teaching Ethics (Sidiq, 2018), Siswanto in the book entitled Professional Ethics of Islamic Religious Education Teachers (Siswanto, 2013), and Ismail in the Al-Qalam journal Jurnal Studi Islam & Education with the title PAI Subject Teacher Competencies (A Theoretical Review) (Ismail, 2019).

The indicators referred to in analyzing the data obtained by researchers include: teachers mastering the material, teachers mastering learning outcomes, teachers being able to develop the material, teachers being able to develop their professionalism reflectively, teachers being able to utilize ICT, and teachers being individuals who learn from a professional environment. Explanation of teacher professional competency analysis in PAI learning at SDIT Avicenna Lasem. Here's the explanation:

Teachers Are Able to Understand the Material

Mastery of material in PAI teacher professional competence is divided into several indicators which are explained in the Al-Qalam Journal of Islamic & Educational Studies written by (Ismail, 2019) with the title Competency of PAI Subject Teachers (A Theoretical Review), namely: understanding the basic concepts of PAI, mastering the structure of PAI material, mastering the PAI mindset, and mastering various PAI learning models and methods.

The learning process carried out by teachers at SDIT Avicenna shows that the teacher is able to understand the material, structure and scientific mindset in PAI learning subjects, the teacher is able to master the basic concepts of PAI learning, in the learning process the teacher is also able to explain the material well, but the teacher is not yet able to use varied approaches, media and learning methods, teachers still use lecture and question and answer methods.

Before starting teaching, the teacher has prepared learning administration in the form of learning modules. In this module, the teacher has designed the use of various learning media such as videos and images, and has chosen the *"picture*

and picture" method. Apart from that, the teacher has also planned the division of students into certain groups. However, when implementing teaching, teachers still use lecture and question and answer methods more than implementing the use of learning media previously planned in the module. In this context, there is one indicator that has not been implemented, namely indicator 1.4 which emphasizes the importance of teachers implementing learning approaches, media and methods in teaching and learning activities. If teachers can fulfill these indicators, then learning will be more varied and less monotonous.

This is in accordance with research conducted by (Wijayanti et al., 2022) that teachers are required to apply certain methods and make classroom learning enjoyable by preparing various kinds of learning media to develop students' understanding, attitudes and skills. This aims to ensure that students do not feel bored when learning to read and write. In the learning process, every teacher hopes that their students can achieve maximum learning outcomes. This is also in line with the opinion of (Setiawan, 2021) that teachers need to use various methods in teaching because one of the students' succsessis determined by the way the teacher teaches.

Teachers Are Able to Understand Learning Outcomes

Learning outcomes are one of the components that teachers must pay attention to in implementing teaching and learning activities. PAI SDIT teacher Avicenna Lasem in understanding learning outcomes refers to the Indonesian Ministry of Education and Culture Number 262/M/2022 concerning Amendments to the Decree of the Minister of Education, Culture, Research and Technology Number 56/M/2022 concerning Guidelines for Implementing Curriculum in the Context of Learning Recovery.

In this second discussion, the research results show that SDIT Avicenna Teachers are able to understand students' abilities and progress, demonstrated by students' understanding as measured by learning outcomes, where student learning outcomes can be said to have reached the KKM value and are in accordance with the research indicator reference, namely indicator 2.1. Teachers understand students' abilities in each PAI lesson, 2.2. Understanding student development in PAI learning and indicator 2.3. Understand the objectives of each PAI learning. The following are the learning results of class IV students at SDIT Avicenna:

No	NAMA SISWA	Pendidikan Agama — ASESMEN SUMATIF AKHIR LINGKUP MATERI																				STS (Sumatif Tengah Semester)		ASESMEN SUMATIF AKHIR SEMESTER *				NILAI RAPOR
		Mari Mengaji dan Mengkaji Q.S. at-Tin dan Hadis tentang Silaturahmi		Beriman Kepada Rasul-Rasul Allah		Aku Anak Saleh		Mengenal Salat Jumat, Duha, dan Tahajut		Kisah Nabi Muhammad SAW. Membangun Kota Madinah		0		0		0		0		0								
		Tes	Non Tes	Tes	Non Tes	Tes	Non Tes	Tes	Non Tes	Tes	Non Tes	Tes	Non Tes	Tes	Non Tes	Tes	Non Tes	Tes	Non Tes	Tes	Non Tes	Tes	Non Tes	Tes	Non Tes	Tes	Non Tes	
1	ADDIEN SYAUQIYA	90	92	90		87		90		90												87		90		90		90
2	ADELIA YUMNA NANDITA PUTRI	90	92	90		87		90		90												87		90		90		90
3	ADI ARRASYID KURNIAWAN	92	93	95		95		90		95												85		95		95		93
4	AFHAM WAFI ATHAYA	85	85	80		85		80		85												83		84		85		84
5	AHMAD LUDHFI AINUR RIFAI	90	87	90		90		87		95												85		87		87		89
6	AHMAD RAIHAN FIRDAUS	88	87	90		90		87		95												85		87		87		88
7	AHMAD ZAQQY SYAPUTRA	85	80	80		85		80		85												83		84		85		83
8	ALIF DWI PASHA SAPUTRA	85	87	80		85		80		85												83		84		85		84
9	ANISA RAMADHANIA FAIZIN	96	90	95		97		87		95												97		97		97		95
10	ANUGRAH ARYA PURNAMA	87	87	90		85		80		85												83		86		87		86
11	AZAM MUHAMMAD	95	95	95		95		90		95												90		87		90		92
12	DAFFA RASYA PRATISA	85	80	80		85		80		85												83		84		85		83
13	FADYA SELMA ELFATH	87	90	97		85		80		85												85		86		87		87
14	FAIZZATUR NUR ROHMAN	85	87	80		85		80		85												83		84		85		84
15	FARAH HIDAYATI	87	90	87		87		87		90												87		85		87		87
16	JIHAN NUHA ZAHIRA	97	97	95		97		97		97												95		97		97		97
17	LAURA INDAH KIRANA	90	92	90		90		95		95												95		97		93		93
18	MUHAMMAD ALFIRDAUS BODRIYANTO	95	97	97		97		97		97												95		97		97		97
19	MUHAMMAD DAFFA ARYA GOSSAN	85	80	80		85		80		85												83		84		85		83
20	MUHAMMAD FADHIL TSAQUF	92	90	90		90		87		95												90		87		93		90
21	MUHAMMAD FAYYADH ALBAIHAQI	90	87	85		90		87		95												85		85		80		87
22	MUHAMMAD KHOTIBUL UMAM	85	80	80		85		84		87												83		84		85		84
23	MUHAMMAD RAYYAN ADZANA	85	80	80		83		80		82												83		84		85		82
24	MUHAMMAD ROMIY FADHLI ACHSAN	97	97	95		93		93		90												85		95		97		94
25	NAUFAL ADIEL NURWASITA	97	97	95		93		93		93												85		95		97		94
26	NAURA NADHIFA MUFTIHA	85	80	80		83		80		82												83		84		85		82
27	NAYYARA FAZILLA SHATIRIYA	92	92	90		90		90		95												90		90		93		91
28	NICKO MOEHAMMAD SADEWA	80	85	85		90		90		87												87		85		85		86
29	SENANDUNG RAIDA FAKHIRA	97	96	95		97		97		97												95		97		97		96
30	TAUFIK YOGA AJI PURNAMA	80	85	85		90		90		87												87		85		85		86
	RATA-RATA	89,1	88,6	88	0	89,2	0	86,9	0	90,1	0	0	0	0	0	0	0	0	0	0	0	86,9	0	88,5	0	89,2	0	

Figure 1. Student Learning Results

Teachers Are Able to Develop Material

In the material development process, teachers must be able to implement several indicators, namely: choosing material that is appropriate to student development, processing PAI material creatively, developing PAI learning with a teaching approach. Avicenna SDIT PAI teachers are able to choose material that is appropriate to the level of students. PAI material taught by teachers is in accordancewith prota, prosem, CP, ATP and teaching modules. Learning material in class IV for the 2022-2023 academic year in semester II CHAPTER 9 discusses material forFriday prayers, Dhuha prayers and tahajjud prayers.

In the process of processing the material, the teacher is able to deliver the material using the lecture method and relates it to the real world so that students

can understand the material easily, but the teacher has not been able to develop the material using a proportional teaching approach, the teacher still uses the teacher center learning approach where the teacher *still* uses lecture, story and question and answer methods. This is in accordance with the opinion of (Hartati, 2015; Nurlaili et al., 2023), it is explained that currently, education experts highlight that Islamic Religious Education (PAI) learning in schools is not completely successful in supporting the formation of moral and religious values in participants. educate. There is evidence indicating that there are social problems among teenagers (students), such as drug abuse, street crime, promiscuous behavior, brawls and other social problems. All of this shows that PAI learning strategies in schools are currently still conventional and traditional, and limited in their effectiveness. Therefore, in implementing the independent curriculum, teachers areable to design learning with a differentiated concept.

An example of a class that implements differentiated learning is when the teacher in the teaching process uses various approaches to help students understand the curriculum content better. Teachers also design various relevant activities so that students can easily understand the material, develop understanding,and have strong information or ideas. In addition, teachers provide various options for students to demonstrate their understanding of the material taught. On the other hand, in classes that have not adopted a differentiated learning approach, teachers tend to impose their own teaching approaches without considering student differences (Kusuma et al., 2023; Nurlaili et al., 2023).

Teachers Are Able to Develop Reflective Professionalism

Reflective action is an important part for teachers want the quality of the learning they manage to improve at the same time increase their professional development. Reflection should be done in an effort to evaluate and introspect the entire process learning that has been implemented. Learning reflection and Classroom Action Research (PTK) are some forms of teacher reflective action that can improve the quality of learning as well as a vehicle for developing themselves. Through learningreflection, teachers can look back at how successfully they carried out their tasks, which can then be used as a basis for looking for ways to improve themselves. Meanwhile, PTK is a type of research that is appropriate to use to follow up on the results of learning reflection. The findings obtained from learning reflection determine the necessary corrective actions, then these actions are applied in learning as well as in the form of PTK. Teachers will obtain multiple results in PTK, both improving the quality of learning and developing their own professionalism (Surapranata, 2016).

A teacher's professional development must be able to fulfill 4 indicators, namely: reflecting on one's own performance, utilizing the results of reflection in order to improve professionalism, conducting classroom action research, keeping up with the times by studying various sources. SDIT PAI teacher Avicenna has never reflected on his own performance, utilized the results of reflection, and conducted classroom action research. However, PAI teachers are able to keep up with the times by studying various sources. The learning resources used by PAI teachers do not only come from worksheets, the learning resources used also come from *Google, YouTube* and articles.

The explanation above explains that of the 4 indicators for teachers to develop their professionalism, teachers are only able to implement one indicator, namely keeping up with the times by studying various sources.

Teachers Have Capabilities In ICT

With current technological developments, teachers are required to have good competence in using ICT. As stated in the Ministry of National Education (2007), one of the competencies that teachers must have is utilizing information and communication technology for the benefit of carrying out educational development activities. Because in reality in the field, many teachers do not have good competence in using ICT. Obstacles to the use of ICT by teachers include teachers not having ICT skills and also teachers not being willing to use it. Meanwhile, there are many types of ICT that can be utilized in the learning process (Lestari et al., 2022).

The Information and Communication Technology (ICT) used by SDIT Avicenna teachers is the internet with *WhatsApp communication media,* where teachers use *WhatsApp* to communicate with students and parents, as well as as a means of information for teachers in participating in the PAI KKG group. It can be said that teachers are able to utilize information and communication technology to communicate and develop themselves.

Teacher Is An Individual Who Learns In A Professional Environment

A teacher is said to be professional if the teacher is truly someone who learns from a professional environment. It is explained in the book on professional ethics of teaching by Siswanto that teachers are said to be professional, one of which is a true teacher from the community who learns from their professional environment.

In addition, teachers are expected to have Strata 1/Diploma IV academic qualifications as stated in the Regulation of the Minister of Religion of the Republic Indonesia Number 16 of 2010 concerning Management of Religious Education in

Schools which reads: "Islamic Religious Education Teachers must have at least a strata 1/diploma IV academic qualification, from a religious education study program and/or religious study program from an accredited tertiary institution and have a professional teacher certificate religious education".

The SDIT Avicenna PAI teacher is a graduate with a bachelor's degree majoring in Islamic religious education. In this case it can be said that the PAI teacher at SDIT Avicenna Lasem has met the academic qualifications as a teacher, but the teacher does not yet have an educator certificate.

The results of the analysis described by the researchers above are then summarized in a table below, namely as follows:

No	Professional Competency Teacher		PAI Learning Indicator	Yes	No
1.	Master the material, structure, concepts and scientific mindset that support PAI subjects	1.1	Teachers understand 5 aspect of the basic concept of PAI which include: Al-Qur'an and Hadist, Morals and Faith, and Jurispundence/worship, and history of Islamic Culture.	√	
		1.2	Master the structure of PAI material in various learning sources that are relevant and appropriate for students' learning in elementary school.	√	
		1.3	Mastering a scientific mindset that supports PAI subject topics in elementary school.	√	
		1.4	Teachers master various PAI learning models and methods in elementary schools.		√
2.	Mastering learning outcomes in subjects/ fields of development of Islamic religious education	2.1	Teachers understand students' abilities in each PAI lesson in elementary school.	√	
		2.2	Understanding development students in PAI learning in elementary school.	√	
		2.3	Understand the objectives of each PAI lesson in elementary school.	√	
3.	Developing material creatively taught learning	3.1	Select PAI materials that are appropriate to the development of elementary school age students.	√	
		3.2	Process PAI materials creatively according to the development of		

No	Professional Competency Teacher		PAI Learning Indicator	Yes	No
			elementary school age students.	√	
		3.3	Developing materials PAI learning uses a learning approach that is in accordance with the religious understanding of Islamic school.		√
4.	Develop professionalism continuously by carrying out reflective actions	4.1	Cary out reflection regularly continuous impact on ones own performance.		√
		4.2	Utilize the result of reflection to improve professionalism.		√
		4.3	Conduct classroom action research to increase professionalism.		√
		4.4	Keep up with the times by learning from various sources.	√	
5.	Utilize technology information and communication to communicate and development one self	5.1	Use information and technology in communication	√	
		5.2	Use information and technology in communication to self development	√	
6.	The true teacher is people who learn from their professional environment	6.1	Teacher really have academic qualification in the PAI field.	√	

Table 2. Results of PAI Teacher Professional Competency Data Analysis

CONCLUSION

A teacher's professional competency can be explained through six aspects, namely: understanding material content, understanding learning administration, improving learning material, developing professionalism, practicing Information and Communication Technology (ICT) skills, and becoming an individual who always learns from the professional environment. Even though PAI teachers at SDIT Avicenna are able to understand the basic concepts of Islamic Religious Education (PAI), they do not yet meet the criteria for teacher professionalism because they still have not mastered the six indicators of teacher competency as a whole.

Teacher professional indicators that are still not met include: not yet fully mastering the basic concepts of PAI, not being proficient in applying various PAI learning models and methods at the elementary level, not being able to develop PAI learning with methods that are appropriate to the level of

religious understanding of students at elementary school age,and not yet able to carry out independent reflection as an effort to develop professional competence.

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