

THE PERFORMANCE OF THE TEACHER AKIDAH AKHLAK IN DEVELOPING THE STUDENTS' CHARACTER AT MTS SWASTA BUSAK BUOL REGENCY

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Abstrak: The goal of this study was to provide an explanation for how moral akidah teachers at private MTs in Buol Regency were able to help pupils develop their character. The research method applied is qualitative research, the approach used is a psychological approach. The informants of this research are the head of Madrasah, teacher of Akidah Akhlak, teacher of Al-Quran Hadith, and other general teachers. The data is collected through observation, interview, and documentation. Data analysis techniques used are data reduction, data presentation, and conclusion drawing. While testing the validity of the data is done by triangulation. The findings of this research indicated that although the Akidah Akhlak teachers at MTs Swasta Busak Buol Regency did an excellent job of developing their students' character, character development is still subpar and not at its best. The approach of habituation of everyday activities and spontaneous activities, example, and extracurricular activities used at MTs Swasta Busak Buol Regency to create student character. Supporting elements at MTs Swasta Busak that help students develop their character include a dedication to the stringent enforcement of Madrasah laws and time management. Then, the limiting factor is made up of two elements: external ones, such as teachers' lack of participation in activities, and internal ones, like the community's and the Madrasah's surroundings, particularly parents, who are not cooperating. The character development will have a major impact, if the Akidah akhlak teacher is prepared to develop students' character in a way that is appropriate for the subject matter. The second implication is that if the teacher of Akidah akhlak exercises management skills with regard to both classes and students as well as using various methods in accordance with the characteristics through character building, there will be an efficient process for fostering the character of students. The third implication will result in significant changes if madrasah leaders consistently carry out quality development activities for teachers, particularly Akidah Akhlak teachers, through coaching and training.

Keywords: Teacher Performance; Character Development



I. INTRODUCTION

Performance is an action taken to carry out, finish tasks in line with the expectations and objectives that have been established. Performance may be understood as a feat that demonstrates activity or action in completing the given duties.¹ Certain criteria apply to teacher performance. Based on the requirements or competency standards that every teacher must meet, teacher performance can be observed and evaluated. The type of behavior mentioned in relation to a teacher's performance is the actions the teacher engages in during the learning process, namely how a teacher plans learning, executes learning activities, and evaluates learning outcomes.²

It is important to evaluate a teacher's performance and the way in which the learning process has been put into practice. A teacher's performance can be evaluated in order to determine its quality. So that the learning that is demonstrated by the academic achievement of pupils can clearly reveal the performance of the teacher. Student learning achievement will improve with effective teaching. Furthermore, according to the findings of the assessment of student success, "excellent performance can be seen from the results obtained from the assessment of student achievement"

In order to improve teacher performance in a madrasah, both the madrasah head and the teachers must be motivated and coached. Teacher performance can also be shown by how much competence is required and fulfilled. According to Government Regulation (PP) 19 of 2017 regarding Amendments to Government Regulation Number 74 of 2008, teacher competencies are described. Personality competence, social competence, and professional competence are some of these qualities. In addition to some of the competencies mentioned above, there are additional leadership competencies as stated in Permenag No.16 of 2010 for Management of Religious Education in Madrasahs. These competences apply to all teachers, including religious educators.³

Teacher performance in Madrasah has an important role in achieving Madrasah goals. Therefore, it is important to control each educator's or education staff member's performance evaluation activities, as this has an effect on how learners are developed.⁴ Performance is defined by Gibson, et al. and Harsey & Blanchard as the degree of success represented as a function of motivation and aptitude. Performance is explained by Mulyasa as the accomplishment, implementation, achievement, or performance of work.⁵

The main task of teachers is to educate students to have intellectual capacity and attitude (character). In a variety of educational settings, including madrasahs, character education is a vital component of instructors' responsibilities. This means that in order to

¹Supardi, *Kinerja Guru* (Cet. I; Depok: Raja Grafindo 2016), p. 45.

²Supardi, *Kinerja Guru*, p. 55

³Republik of Indonesia, *Law on the Management of Religious Education in Madrasahs No. 16 of 2010*

⁴*Manajemen Berbasis Kinerja Madrasah*, (Cet. II MEDP Training Modul, Directorate of Madrasah Education, Directorate General of Islamic Education KEMENAG RI, 2010), p. 398.

⁵Muhammad Ilyas Ismail, *Guru Sebuah Identitas* (Cet. XVI; Alauddin University Press: Kampus Samata-Gowa 2013), p. 14

support the development of learners' character, it is necessary to consider all aspects of the madrasah, including the curriculum's content, the learning process (the process of instruction), the quality of relationships, how discipline is handled, how co-curricular activities are implemented, and the environment's overall ethos.⁶

Character education is viewed as an endeavor to develop a person's intellectual capacity, appreciation for others in the form of attitudes, and practice for honorable ideals that constitute his identity and are expressed in relationships with God, other people, and his surroundings. Honesty, independence, courtesy, social nobility, and thinking intelligence, including intellectual curiosity and logical reasoning, are some examples of these noble values. Therefore, imparting character education goes beyond simply disseminating information or honing a certain ability. Character education requires a process, illustrative examples, habituation and acculturation in the learning environment in the Madrasah environment, family, community, as well as the mass media environment.⁷

In this situation, Akidah Akhlak teachers must be exemplary and truthful in their approach to counseling and directing students. Because knowledge imparted with a sincere soul will be readily assimilated and affect students' behavior (character). In order for students to acquire the information, behavior, and skills to recognize kids who have high character, an Akidah Akhlak instructor must serve as a role model and consistently focus on the learning process. For there to be movement in the teaching and learning process, Akidah Akhlak teachers must be able to stimulate activity and creativity.⁸ Since a teacher's character affects how their students develop their values, Akidah Akhlak teachers must also be able to serve as a mirror and offer guidance in accordance with religious standards for their students.

II. THEORETICAL REVIEW

The five competencies listed below make up the teacher performance in this study:

a. Pedagogical Competencies include:

1. Being aware of the physical, moral, social, cultural, emotional, and intellectual qualities of students.
2. Communicate effectively, empathetically, and politely with students.
3. Reflective action to improve the quality of religious education learning.

b. Personality Competencies include:

1. Act in accordance with social, legal, religious, and cultural conventions in Indonesia.
2. Self-appearance as a morally upright individual who serves as an example for others and the community.
3. Presenting oneself as a steady, stable, mature, intelligent, and powerful individual.
4. Possess a strong work ethic, a sense of responsibility, self-assurance, and respect for the teaching profession's code of ethics.

⁶Zubaedi, *Desain Pendidikan Karakter Konsepsi dan Aplikasinya dalam Lembaga Pendidikan* (Cet. I; Jakarta: Prenada Media Group, 2011), p. 15

⁷Zubaedi, *Desain Pendidikan Karakter Konsepsi dan Aplikasinya Dalam Lembaga Pendidikan*, p. 17

⁸Sudirman AM. *Interaksi dan Motivasi Belajar*, (Jakarta: Rajawali Press, 2003), p. 142.

c. Professional Competencies include:

1. Mastery of the scientific materials, structures, concepts, and mindsets that support religious education subjects.
2. Completion of the core competencies and competency criteria for religious education disciplines.
3. Developing inventive learning resources for religious education subjects.
4. Utilizing the use of information and communication technology for communication and personal development.

d. Social Competencies:

1. Be inclusive, act impartially, and avoid any discrimination based on factors such as gender, religion, race, physical appearance, family history, and socioeconomic level.
2. Interact with students, parents, and the community in a respectful, effective, and sympathetic manner.
3. Adapt to duty stations all around the Republic of Indonesia.
4. Communicate with own professional community and other professions orally and in writing or other forms.

Character development refers to the range of initiatives taken by Madrasahs, in this case the Akidah Akhlak teachers in accordance with their areas of expertise, to develop students' moral character. Coaching is often referred to as formation or development. Character development takes the form of actions intended to mold pupils' personalities, such as giving cultums, using habituation techniques, introducing tadarrus before classes, and so forth. Characters that encourage religion, honesty, tolerance, and other values are supported.

III. RESEARCH METHOD

The type of research used is qualitative research, the approach used is a psychological approach. The informants of this research are the head of Madrasah, Akidah akhlak teacher, alquran hadis teacher, and other general teachers. Data collection through observation, interviews, and documentation. Data analysis techniques used are data reduction, data presentation, and conclusion drawing. While testing the validity of the data is done by triangulation.

IV. FINDINGS AND DISCUSSION

One sign of a competent teacher's performance is their ability to carry out their duties in line with the objectives and standards that have been established. In this situation, the teacher must be competent in the following areas:

a. Pedagogical Competence

Referring to the performance of Akidah Akhlak teachers in one of the private institutions / madrasahs, namely at MTs. Swasta Busak, Buol Regency. Akidah Akhlak teachers have claimed to carry out the tasks that have been imposed on them based on their skills, serious experience, and the quality and quantity of work in preparing plans in assessing the learning process and understanding the characteristics of students both in terms of

physical, moral, social cultural aspects, as well as in terms of emotional, and, intellectual aspects at MTs Swasta Busak Buol Regency. Akidah Akhlak teachers have assessed the learning process in character building and are able to build communication with students effectively, empathetically, and politely, in taking reflective actions to improve the quality of learning in Akidah Akhlak subjects.

b. Personality Competence

In order for his students to behave honorably in daily life, the Akidah Akhlak teacher at MTs. Private Busak Buol Regency's behavior is related to his personality competence. Akidah Akhlak teachers possess skills or capabilities appropriate to their line of work, have a formal education, and have undergone capacity building and training. so that individuals can act in accordance with social, legal, religious, and cultural norms. Teachers from Akidah Akhlak give off the impression that they are upstanding citizens who may serve as role models for their students and the neighborhood. In addition to having a strong work ethic and sense of responsibility, Akidah Akhlak instructors also exhibit confidence and respect for the teaching profession's code of ethics.

c. Professional Competence

The professional competence of the Akidah Akhlak teacher is quite good in mastering the material, and the concepts and patterns of thinking. Mastery of competency standards and basic competencies in Akidah Akhlak subjects is also quite good. The development of learning materials in the subject of Akidah Akhlak can be done creatively and the use of technology and communication in developing themselves can also be done.

"According to Jasma, S.Pd that character development is very important to determine the quality of a person's personality, with the character that a person has can make social relations harmonious with others and have an impact on improving and succeeding in his life, such as: a good and positive character makes him have social skills that are shown through interaction and makes him young to get along, young to adjust to the environment and be accepted by his environment. Character development will foster an attitude of responsibility both towards himself and towards others. Good character will make students have responsibility in learning and show a caring attitude towards themselves and those around them which is shown through seriousness in learning. Character development for students is not an easy thing especially facing the different nature of students, the real development starts from the family. If a child must get intense character coaching, it will make him have a positive character that will develop and take root in him. But the reality is that parents are more concerned with personal work and brain intelligence than character building in their children."⁹

According to the results of an interview with Rusmi Mader, "Akidah Akhlak teachers must have performance skills, especially in fostering the character of their students, they must be responsible for the future of their students. Akidah Akhlak teachers must be able to assess and evaluate the implementation of the teaching and learning process that has taken place and make lesson plans, starting from making annual programs, semester programs, details of

⁹Jasma, Akidah Akhlak Teacher at MTs. Swasta Busak, Buol Regency, interviewed on April 12, 2021, in the teacher's room.

effective weeks and making minimum completeness criteria (KKM) related to character development.¹⁰

Documentation based on observations, interviews, and data gathering reveals that Akidah Akhlak teachers' performance in relation to character development at MTs Swasta Busak, Buol district, occurred prior to the preparation of instructional materials. Results from an interview with the head of the Madrasah of MTs Swasta Busak Buol Regency support this. "At the start of the new school year, all teachers are urged to set up tools that will be used as standards for the teaching and learning process."¹¹

Thus, researchers can state that the performance carried out by Akidah Akhlak teachers starting from making learning tools to character building is quite good. But in reality, Akidah Akhlak teachers are still less professional in their performance, especially in character building. Basically, Akidah Akhlak teachers before carrying out the learning process have made learning tools. However, sometimes in the learning process the Akidah Akhlak teacher goes to class only armed with a handbook, with the excuse that he forgot and missed it at home, so that the expected results of learning are not optimal. Of course this is an influential problem in fostering the character of students. This is because the Akidah Akhlak teacher does not only teach one subject but there are other subjects that become her additional duties, so she cannot focus herself and her time in character building. An overview of the quality of Akidah Akhlak teacher learning at MTs. Private Busak Buol Regency in fostering the character of its students is not in accordance with the program that has been planned and the competencies that must be possessed by a teacher.

The implementation of the Akidah Akhlak teacher in enhancing character development at MTs Swasta Busak Kabupten Buol can be inferred from the disclosure of the research findings that have been made public. It is evident that the Akidah Akhlak instructor has tailored his instruction to meet the needs of K13 and KTSP. According to the Ministry of National Education's book on the development of the 21st century Education Personnel Education system, teachers are required to elaborate on educational policies and foundations in the form of lesson plans and apply learning components as a system in the learning process related to students' character development.

Consequently, it can be said that although the results of the implementation of the performance of Akidah Akhlak teachers in character building in Akida Akhlak subjects at MTs Swasta Busak, Buol Regency, have been prepared in terms of lesson planning as a whole, the implementation in the field did not follow the planning that has been formulated in MGMP activities. When it comes to the quality of character development provided by Akidah Akhlak teachers at Private MTs Busak Buol Regency, character education must be implemented because it not only develops students' intellect but also their character and manners, giving their existence as members of society meaning for both themselves and other people.

¹⁰Rusmi Mader, al-Qur'an Hadith Teacher at MTs. Swasta Busak Buol Regency, interviewed on April 15, 2021, in class VII.

¹¹Wati, Head of Madrasah Tsanawiyah Busak Buol Regency, interviewed on April 17, 2021, in Madrasah Chief office.

The implementation of Akidah Akhlak learning at MTs Swasta Busak Buol Regency has been running in accordance with the education calendar, and has been running well, although comprehensively it has not maximized the expected results, therefore with the coaching and training through MGMP Islamic religious education can improve the resources of educators, so that it has an impact on improving the quality of learning, especially Akidah Akhlak subjects at MTs Swasta Busak Kabupeten Buol.

In accordance with the results of researcher observations on the aspect of lesson planning, there has not been a significant increase, and it is evident that the teacher is only able to conduct character building in the classroom only when the subject is in progress. From the above findings, it can be stated that the implementation of the performance of Akidah Akhlak teachers in character building and improving the quality of learning, especially Akidah Akhlak subjects at MTs Swasta Busak Kabuptaen Buol, has not shown results that can improve maximum learning, so it still needs efforts to develop the competence of Akidah Akhlak teachers continuously so that they can be skilled, and appear as professional educators.

The outcomes of the character-building program through MGMP activities carried out at the start of each academic year and semester should be a forum for sharing information, innovating, and coaching teachers in order to improve the quality of learning, but teachers' performance and character-building in participation in MGMP are not at their best due to a lack of attention from related parties.

According to observations and interviews by researchers, the character development of students at MTs Swasta Busak Buol regency has been formed based on the outcomes of MGMP activities, as well as learning outcomes in accordance with the content of the curriculum, and character building activities have been carried out by Akidah Akhlak teachers. However, the results of the implementation have not been maximized, lack of focus, and lack of cooperation between teachers and students have prevented this from happening. Another issue facing Akidah Akhlak teachers is a scarcity of educators..

The outcomes of the MGMP activities that are carried out at the start of each semester and school year should serve as a platform for sharing knowledge, innovating, and coaching teachers to enhance teacher performance. Instructors, especially Akidah Ahklak teachers, should always be a part of these activities, and the hiring of teaching staff should be taken into consideration by the appropriate parties. for the teachers of Akidah Ahklak to perform their jobs appropriately and responsibly. To ensure that character development occurs as intended, parents must always communicate with and supervise their students through the Akidah Ahklak teachers.

V. CLOSING

Based on the explanation above, it can be concluded that the results of the study show that the description of the performance of Akidah Akhlak teachers at MTs Swasta Busak Buol Regency in fostering the character of their students is quite good, the character development is still not good and not optimal. The form of student character development at MTs Swasta Busak Buol Regency, through the method of habituation of routine activities and spontaneous activities, exemplary, and extracurricular activities. Supporting factors for student character development at MTs Swasta Busak such as commitment to strict

implementation of madrasah rules, time allocation, and so on. While the inhibiting factors, consist of two factors, namely external factors, such as the lack of involvement of teachers in activities, then the internal factor is the lack of cooperation with, the community and the madrasah environment, and especially parents.

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