

The Influence Of The Implementation Teacher's Main Duties On Learning Habits Of Islamic Religious Education And Ethics At SMP Negeri 2 Bahodopi Morowali District

Sitti Maryam A. Mustamin,

Islamic State University of Alauddin Makassar Postgraduate Program
Sittimaryam853@gmail.com

Syamsuddin,

Islamic State University of Alauddin Makassar Postgraduate Program
syamsuddin1@gmail.com

Muh. Rapi

Islamic State University of Alauddin Makassar Postgraduate Program
muhammadrapi@gmail.com

Abstrak

Penelitian dengan rumusan masalah yaitu bagaimana penerapan tugas pokok guru di SMP Negeri 2 Bahodopi Kabupaten Morowali. Hasil penelitian diuraikan yaitu, penerapan tugas pokok guru menunjukkan skor rata-rata 3 dengan kategori sesuai, dan persentase 75% dengan kategori tinggi, sehingga dapat dinyatakan bahwa tugas pokok guru yang mendidik, mengajar, membimbing, mengarahkan, melatih, menilai, dan mengevaluasi pembelajaran peserta didik telah dilaksanakan dengan intensitas yang tinggi di SMP Negeri 2 Bahodopi Kabupaten Morowali sesuai dengan konsep tugas pokok guru sebagai pendidik profesional sebagaimana yang tertuang dalam Undang-Undang Republik Indonesia Nomor 14 Tahun 2005 tentang guru dan dosen.

Kata Kunci: Tugas Pokok Guru, Pendidikan Agama Islam, dan Membudayakan Budi Pekerti

Abstract

Research with the formulation of the problem, namely how the implementation of the main duties of teachers at SMP Negeri 2 Bahodopi Morowali Regency. The results of the study are described, namely, the application of the main duties of teachers shows an average score of 3 with the appropriate category, and a percentage of 75% with a high category, so it can be stated that the main duties of teachers who educate, teach, guide, direct, train, assess, and evaluate student learning has been implemented with high intensity at SMP Negeri 2 Bahodopi Morowali Regency by the concept of the main duties of teachers as professional educators as stated in the Law of the Republic of Indonesia Number 14 of 2005 concerning teachers and lecturers.

Keywords: *Main Duties of Teachers, Islamic Religious Education, and Cultivating Humanities*

Introduction

One of the keys to the success of a country's education program is determined by teachers. Teachers have an important role in the development and progress of their students. Teachers are required to be able to carry out their duties as well as possible. To be able to achieve the expected teaching objectives, the teacher carefully chooses the right method for the needs of students so that students can follow the learning to gain an understanding of the material that has been delivered by the teacher.

There are two synergistic components in learning activities, namely teachers and students. Teachers teach students to study hard. While students learn through various experiences so that changes occur in themselves, from cognitive, psychomotor, and affective aspects. A competent teacher will be able to create an effective environment and be able to manage the teaching-learning process so that student learning outcomes are at an optimal level.

Various problems have been experienced by teachers in various places, especially in the Bahodopi District area of Morowali Regency. It has become a reality that the mentality of students who are spoiled by teacher policies has an impact on students who are less active or lazy to do learning tasks given by the teacher. In addition to being somewhat remote, there are still many people who have the view that education has not influenced changes in one's fate. Generally, parents only expect skills and mastery of techniques naturally and naturally without having to study hard and continue to higher education. This is a paradigm of thinking that the author sees as a big mistake and must be immediately removed from this conservative and apathetic thought pattern.

Based on the description above, the researcher is interested in conducting academic research with the title "The Effect of Implementation of Teachers' Main Duties on Learning Habits of Islamic Religious Education and Budi Pekerti at SMP Negeri 2 Bahodopi, Morowali Regency".

Literature Review

Learning is a product of the teaching and learning process which is an activity that does not just happen because the teaching and learning process is a condition that is deliberately created. The teacher is the subject in this case where he deliberately creates an atmosphere to teach students.

To further understand the meaning of learning habits, the author puts forward several opinions on the definition of these two words. Experts put forward different definitions, among others:

A) According to Sumadi Suryabrata, learning habits are grades which are the final formulation given by the teacher related to student learning progress or achievement over a certain time.¹ B) According to Ahmadi and Supriyono, see that the learning habits achieved by an individual are the result of the interaction between various factors that influence both from within (internal factors) and from outside themselves (external factors) individuals."

¹ Sumadi Suryabrata, *Psikologi Pendidikan*, (Jakarta: PT Raja Grafindo Persada, 2008), h. 297

² C) Learning habits are an assessment of the results of the efforts of learning activities expressed in the form of symbols, numbers, letters, or sentences that reflect the results that have been achieved by children in a certain period. Learning is a human process to achieve various kinds of competencies, skills, and attitudes. ³ D) According to Sudjana, learning achievement is the ability that students have after they receive their learning experience. ⁴

If, the presence of learning in human life at a certain level and type can also provide certain satisfaction to humans, especially to humans who are in school.

Based on the description above, it can be concluded that learning habits are a student's ability to master the subjects given by the teacher in one semester or one school year. These learning habits are usually measured by the value of student learning outcomes after the teacher gives an evaluation test to students. This is usually in the form of numbers, letters, and actions achieved by students.

Forms of Study Habits

Learning habits are routines about the progress of students after carrying out learning activities, as well as assignments that students master as a result of the ability to absorb knowledge in the teaching and learning process both individually and in groups which are integrated into cognitive, affective, and psychomotor forms.

Cognitive domain.

A) Knowledge, which is a person's ability to memorize or recall the knowledge he receives. B) Comprehension, which is a person's ability to interpret, interpret, translate, or state something in his way about the knowledge he receives. C) Application, namely a person's ability to use knowledge to solve various problems of everyday life. D) Analysis, which is a person's ability to detail and classify into several categories to recognize the relationship of each data to other data. E) Evaluation, which is a person's ability to make appropriate estimates or decisions based on the criteria or knowledge they have. ⁵

Affective Domain.

A) Receiving, which is the process of forming attitudes and behaviors by raising awareness about the existence of certain stimuli that contain aesthetics. B) Responding, namely as a new behavior of the target learner (student) as a manifestation due to stimuli during learning. C) Valuing, which is the sensitivity of responses to the value of a stimulus, responsibility, consistency, and commitment. D) Organization, which is the process of conceptualizing the relationship between these values, then choosing the best value to apply. E) Characterization, which is a consistent attitude and action. F) Values that can be accepted, so that attitudes and actions seem to have become characteristics of their behavior.

Psychomotor Domain.

² Ahmadi dan Supriyono, *Psikologi Belajar*, (Jakarta: Rineka Cipta, 1991), h. 130

³ Baharudi dan Esa Nur Wahyuni, *Teori Belajar dan Pembelajaran*, (Jogjakarta: Ar-Ruz Media, 2007), h. 11.

⁴ Nana Sudjana, *Penilaian Hasil Proses Belajar Mengajar*, (Bandung: Remaja Rosdakarya, 2004), h. 22

⁵ Dimiyati dan Mudjiono, *Belajar dan Pembelajaran*, (Jakarta: Rineka Cipta, 2009), h. 29

Submit : February, 1, 2023
Reviewed : February, 2, 2023
Published : February, 3, 2023

A) Perception, which is a person's initial ability to start giving a movement or response. B) Readiness (set), which is the willingness to take action. C) Mechanism, which is a movement that a person makes because of the habituation factor carried out in activities and activities. D) Cross-body movements, i.e. the behavior of a person in an activity performed as a whole. E) Creative movements (creativity movements), i.e. movements that are born as new creative movement patterns.⁶

Learning performance can be used as an indicator of students' intelligence reception. In the teaching and learning process, students are the main and first problem, as students are expected to absorb all the content provided in the curriculum.

Method

Ex post facto type research, using a questionnaire instrument to collect data on a sample of 21 which is determined proportionally by 15% with proportionate stratified random sampling technique in a population of 140 students to obtain interval data which is processed and analyzed by statistical techniques, both descriptive statistics and inferential statistics on valid and reliable normally distributed data.

Result and Discussion

According to Article 1 of Law of the Republic of Indonesia Number 14 of 2005 concerning Teachers and Lecturers, teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students, especially in junior high school as a basic education level.

Teachers as educators, function to develop the potential or basic abilities of students which include reading, writing, and calculating; developing the personality of students which includes physiological and psychological aspects; providing examples which include modeling and accustoming students to commendable behavior; and creating a conducive educational atmosphere which includes designing the physical environment of the classroom for optimal learning, creating a positive environment for learning, building and enforcing rules, inviting students to work together, dealing with problems effectively, and using good communication strategies.

Related to the main task of the teacher as an educator who develops the potential or basic abilities of students through reading, writing, and counting activities, an average percentage of 76% is obtained which is categorized as high as an illustration, that the Islamic religion teachers at SMP Negeri 2 Bahodopi Morowali Regency have implemented the main task of educating well to develop the basic potential of students through reading, writing, and counting activities.

The ability of students to read, write, and calculate is the basic capital for the development of personality aspects, especially physiological and psychological aspects as has happened to students at SMP Negeri 2 Bahodopi Morowali Regency which is indicated by an average percentage of 99% which is categorized as very high.

In addition, teachers as educators are also tasked with providing exemplary examples of commendable behavior to be imitated so that students are accustomed to

⁶ Rusman, *Pembelajaran Berbasis Teknologi Informasi dan Komunikasi* (Jakarta: Rajawali Pers, 2013), h. 27.



commendable behavior, both in life as individuals and in social life. community.

The fact shows that the average percentage of exemplary Islamic religion teachers at SMP Negeri 2 Bahodopi, Morowali Regency is 66% with a moderate category, implying that providing examples of commendable behavior so that students become habits has not been fully implemented by Islamic religion teachers.

The exemplary of Islamic religion teachers in the moderate category is an inseparable reality with the creation of a conducive educational atmosphere through rule enforcement with an average percentage of 50% which is categorized as low, so it can be stated that the low enforcement of rules correlates with exemplary or the better Islamic religion teachers provide exemplary, the more obedient students are to the rules, and the lack of exemplary giving can trigger the loosening of students' obedience to the rules that have been set.

A different reality with the creation of a conducive educational atmosphere through the application of the teacher's main task as an educator who designs the physical environment of the classroom, and invites students to work together with the same average percentage of 79% which is categorized as high. This reality illustrates the tendency of Islamic religion teachers to apply their main duties as educators who facilitate an adequate environment for various learning activities at SMP Negeri 2 Bahodopi, Morowali Regency.

Regarding efforts to overcome problems with minor, moderate, and major interventions to create a conducive educational atmosphere, Islamic religion teachers have been applied with high intensity with an average percentage of 74%, which means that Islamic religion teachers have built high synergy and cooperation, both with guidance and counseling teachers, as well as to and vice principals in the field of student affairs, and build good communication with parents or guardians of students and other stakeholders.

Based on Zakiah Daradjat's view that only Islamic religious teachers who have teacher competence and carry out their functions as educators who foster all abilities and attitudes of students in the direction of Islamic teachings can fulfill their duties as effective teachers, then the implementation of the main task of educating students is a central function for teachers to be able to implement other main tasks, including implementing the main task of teaching.

Conclusion

Learning habits of Islamic Religious Education and Budi Pekerti show a mean score of 3 with the appropriate category, and a percentage of 78% with a high category, so it can be stated that the learning habits of parts, insights, discriminatory, overall, incidental, instrumental, intentional, latent, mental, productive, and verbal in Islamic Religious Education and Budi Pekerti at SMP Negeri 2 Bahodopi Morowali Regency have taken place with high intensity in accordance with the concept of learning based on the tested cognitivist learning theory.

The implementation of the teacher's main task has a low correlation of 0.219155 with a contribution of 4.802891% to the learning habits of Islamic Religious Education and Budi Pekerti at SMP Negeri 2 Bahodopi, Morowali Regency.

Submit : February, 1, 2023
Reviewed : February, 2, 2023
Published : February, 3, 2023

Bibliography

- Ahmadi dan Supriyono. *Psikologi Belajar*. Jakarta: Rineka Cipta, 1991.
- Baharudi dan Esa Nur Wahyuni. *Teori Belajar dan Pembelajaran*. Jogjakarta: Ar-Ruz Media, 2007.
- Departemen Agama RI, *Al-Qur'an dan Terjemahnya*. Bandung: Diponegoro, 2012.
- Dimiyati dan Mudjiono. *Belajar dan Pembelajaran*. Jakarta: Rineka Cipta, 2009.
- Ihsan, Fuad. *Dasar-Dasar Kependidikan*. Jakarta: Rineka Cipta, 2003.
- Rusman. *Pembelajaran Berbasis Teknologi Informasi dan Komunikasi*. Jakarta: Rajawali Pers, 2013.
- Shihab, M. Quraish. *Tafsir al-Misbah: Pesan, Kesan, dan Keserasian al-Qur'an*. Cet. IX; Jakarta: Lentera Hati, 2008.
- Sudjana, Nana. *Penilaian Hasil Proses Belajar Mengajar*. Bandung: Remaja Rosdakarya, 2004.
- Suryabrata, Sumadi. *Psikologi Pendidikan*. Jakarta: PT Raja Grafindo Persada, 2008.

