

MODERATION OF RELIGION ISLAMIC THEOLOGICAL PERSPECTIVES IN NATION'S LIFE

St Muthahharah¹, Ahmad Nasir², Aulia Azmat Sadik³, Rusdan⁴

¹Universitas Muhammadiyah Makassar
stmuthahharah@unismuh.ac.id

²Universitas Muhammadiyah Makassar
ahmadnasir@unismuh.ac.id

³Universitas Muhammadiyah Makassar
auliaazt9@gmail.com

⁴Universitas Muhammadiyah Makassar
rusdannurasia@gmail.com

Abstract- Professionalism shows the commitment of members of a profession to improve their professional abilities and continuously develop the strategies they use in doing work that is in accordance with their profession. The professional ability of a teacher is essentially the estuary of all theoretical knowledge, all mastery of various basic skills, and a deep understanding of learning methods, learning objects, and learning situations. Teacher performance is the ability shown by the teacher in carrying out his duties or work. Performance is said to be good and satisfying if the goals achieved are in accordance with predetermined standards. Work discipline is an attitude, behavior, and actions of teachers who are willing to consciously carry out their duties and obligations in an orderly and orderly manner in accordance with the applicable regulations at the school, both written and unwritten and do not commit violations that can harm themselves, others and school. Teacher professionalism has a significant relationship to teacher performance and discipline, so that the performance of a teacher can be said to be good if the teacher is able to master and develop lesson materials, is creative in the delivery of learning, is able to show a high commitment to teaching tasks, is disciplined in work, collaborates with others. all members of the school, and have a personality that is a role model for students.

Keywords: teacher professionalism, performance, teacher discipline.

1. Introduction

Teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing and evaluating students in early childhood education through formal, basic, and secondary education (UU RI No. 14:2005).

In UU No 14/2005 concerning Teachers and Lecturers, it is stated that teachers have a position as professionals at the elementary, secondary and early childhood education levels in the formal education (TK) path. As a professional teacher must master the competencies required for the profession. Competence is a set of knowledge, skills, and behaviors that must be possessed, internalized and mastered by a teacher or lecturer in carrying out their professional duties.

In carrying out his profession as a professional teacher or educator, a teacher needs to get motivation from within himself as well as motivation from outside himself. If this is integrated in a teacher, then the results obtained will be satisfactory in other words the performance of a teacher will show excellent results, because this will be a benchmark for the success of an educational institution.

The work of a teacher in the true sense is the work of a profession, that is, work that can only be done by those who are specially prepared for it. The uniqueness of a profession is a task that cannot be done by other people, apart from people who have attended the education of the profession. Therefore, a teacher must show his ability in the teaching and learning process to those who are not professional teachers.

Performance is a measure of the success of a teacher in carrying out his duties. Teachers who have good performance can certainly be successful in carrying out their duties as a teacher. But in reality, many facts reveal that the performance of teachers in general still seems less than optimal so that it needs to be improved and improved. Teacher performance is less than optimal because teachers carry out their duties only as routine activities, lacking creativity. Innovation for teachers is relatively closed and creativity is not part of achievement (Sagala, 2010).

Work discipline according to Government Regulation no. 53 of 2010 concerning Disciplinary Regulations for Civil Servants, is the attitude or behavior of civil servants' ability to comply with obligations and avoid prohibitions that have been determined in laws and/or official regulations which if not obeyed or violated will be subject to disciplinary punishment.

Teacher professionalism is carrying out the learning process both in the classroom and outside the classroom in addition to doing other activities, such as working on school administration and learning administration, carrying out guidance and services to students, and carrying out assessments (Rusyan, 2016). Professional teachers will reflect the figure of their teacher by having a broad insight and having a number of competencies that can support their duties. Professional teachers have different attitudes from unprofessional people even though they are in the same job or let's say they are in the same workspace. Professional teachers always strive to improve the quality of teachers and always update their competencies (Kristiawan, 2018). The high performance and discipline possessed by the teacher can give an indication that the teacher is professional in carrying out his duties and responsibilities in the learning and education process. The problems that will be discussed in this paper are:

1. What is meant by teacher professionalism?
2. What is meant by teacher performance?
3. What is meant by teacher work discipline?
4. How is the relationship between teacher professionalism and teacher performance and discipline?

2. Discussion

A. Teacher Professionalism

1. Definition of professionalism

Kunandar, entitled Professional Teacher Implementation of the Education Unit Level Curriculum, also stated that professionalism comes from the word profession which means a field of work that someone wants or will do. Profession is also defined as a certain position or job that requires special knowledge and skills obtained from

intensive academic education. So a profession is a job or position according to certain expertise (Kunandar: 2007).

The term professionalism comes from profession. In the Indonesian English dictionary, profession means work (John M. Echols & Hassan Sadili: 1996). Arifin in the book *Kapita selekta Pendidikan* argues that profession has the same meaning as the word occupation or work that requires expertise acquired through special education or training (Arifin: 1995).

Professionalism shows the commitment of members of a profession to improve their professional abilities and continuously develop the strategies they use in doing work in accordance with their profession (Udin Syaefuddin Saud: 2011). The professional ability of a teacher is essentially the estuary of all theoretical knowledge, all mastery of various basic skills, and a deep understanding of learning methods, learning objects, and learning situations.

Professional teachers are teachers who can carry out their teaching duties well. In teaching, the skills needed for the smooth teaching and learning process are needed effectively and efficiently. Thus, the teaching profession is still faced with many problems because the teaching profession is a growing profession.

With the professionalism of teachers, future teachers no longer appear as teachers (teacher), such as their prominent function so far, but switch as coaches, counselors and learning managers. As a coach, a teacher acts like a sports coach. He encourages his students to master learning tools, motivates students to work hard and achieve the highest achievement, and helps students face the value of learning and knowledge. As a mentor and counselor, the teacher will act as a friend of students, being a personal role model that invites respect and intimacy from students. As a learning manager, the teacher will guide students to study, take initiatives, and bring out the good ideas they have. With these three teacher roles, it is hoped that students will be able to develop their own potential, develop creativity and encourage innovative scientific and technological discoveries so that students are able to compete in a global society (Kunandar: 2007).

Professional teachers are teachers who know about themselves who have the awareness to assist students in learning. Teachers are required to find out continuously how students should learn. If there is a student failure, the teacher is called to find the cause and find a way out with the student, not silence it or even turn it on.

2. The Role of Teachers in Learning

Teachers play a very important role in helping the development of students to realize their life goals optimally, therefore the interests, talents, abilities, and potentials possessed by students will not develop optimally without the help of the teacher. In this regard, teachers need to pay attention to students individually, because between one student and another there are very basic differences. Thus the teacher also gives encouragement so that students dare to do what is right, and familiarize them with being responsible for each of their actions. The following are some of the roles that a teacher must play:

a. Teachers as Professional Educators

Teachers must have certain personal quality standards, which include responsibility, authority, independence, and discipline. With regard to responsibilities, teachers must know and understand values, moral and social norms, and try to behave and act in accordance with these values and norms. Teachers must also be responsible for all their actions in learning at school, and in social life.

b. Teacher as a Teacher

In teaching, of course, the act of teaching is an activity that takes place in the association between educators (teachers) and students (students). Critical nature raises questions or issues an object. As a concept, teaching requires analysis, which must explain matters relating to teaching theories. Teaching encompasses many types of processes, behaviors, and activities. Therefore, the concept of teaching must be analyzed to show the processes or elements that can be the basis of the actual theory (Sahabuddin: 2007).

c. Teachers as Guides

As a mentor, the teacher must clearly formulate goals, set travel times, determine the path to be taken, use travel instructions, and assess the smoothness according to the needs and abilities of students. As a teacher supervisor requires high competence to carry out the following four things: 1) the teacher must plan goals and identify the competencies to be achieved. The teacher's task is to determine what students already have in relation to their background and abilities, as well as what competencies they need to learn in achieving goals; 2) teachers must see the involvement of students in learning, and most importantly that students carry out learning activities physically, students must be guided to gain experience, and form competencies that will lead them to achieve their goals; 3) the teacher must interpret learning activities. This is the most difficult but important task, because the teacher must give life and meaning to learning activities. By means of learning well planned, carried out thoroughly and in detail; and 4) the teacher must carry out an assessment, in this case the teacher is expected to be able to answer questions, for example, How are the students in learning? How do students form competencies? How do students achieve goals? If it works, why, and if it doesn't work why? All aspects of the statement are assessment activities that must be carried out by teachers on learning activities, the results of which are very useful, especially to improve the quality of education

d. Teacher As Trainer

A student will not be able to demonstrate mastery of basic competencies, and will not be proficient in various skills developed in accordance with standard material. Therefore, the teacher must act as a trainer, whose job is to train students in the formation of basic competencies, according to the potential of students. What a teacher must do is pay attention to basic competencies and standard materials, and must also be able to pay attention to the individual differences of students and their

environment. For this reason, the teacher must know a lot about students, although it does not cover everything, and not everything is done perfectly.

e. Teacher as Advisor

The teacher is an advisor for students, being a teacher at any level means being an advisor, because every student who has a problem will definitely run to the teacher. In order for the teacher to realize his role as a confidant, and advisor in more depth, he must understand personality psychology and mental health science, because humans are social creatures. So experience, environment, and education are very influential on humans. To become an adult human, psychological and mental approaches encourage teachers to carry out their functions as advisors.

f. Teacher as Person

As individuals who are involved in education, teachers must have a personality that reflects an educator, because the messages conveyed by teachers can be trusted to be implemented and their lifestyle can be imitated or imitated, and teachers are often used as role models by the community, for that teachers must know the values values that are embraced and developed in the community where they carry out their duties and reside, do not behave or conflict with these values.

g. Teachers as Encouragers of Creativity

Creativity is very important in learning, and teachers are required to demonstrate and demonstrate the creative process. Creativity is something that is universal and is a characteristic aspect of the world of life around us. As a creative person, the teacher realizes that creativity is universal and therefore all activities are supported, guided and stimulated by it. Teachers always try to find better ways to serve students, so students will judge that the teacher is creative and doesn't just do things regularly. Creativity shows that what the teacher will do now is better than what has been done before and what will be done in the future is better than now.

h. Teacher as an Evaluator

The main purpose of the assessment is to see the level of success, effectiveness, and efficiency in the learning process. In addition, to find out the position of participants in the class or group. In its function as an assessor of student learning outcomes, teachers should continuously follow the learning outcomes that have been achieved by students from time to time. The information obtained through this evaluation will be used as feedback on the learning process. Feedback will be used as a starting point to improve and enhance further learning (Hamzah: 2011). Thus, the learning process will be continuously improved to obtain optimal results.

B. Teacher Performance

1. Understanding Teacher Performance

Teachers who have performance are not only fixated on something that has been standardized, but all activities shown by the teacher in their responsibilities as people who carry out a mandate and responsibility to educate, teach, guide, direct, and guide students towards an effort to develop something new, in order to lead the development of students towards mental-spiritual and physical-psychological maturity. The word

"performance" in Indonesian is a translation of the English word "performance" which means (1) work, action, (2) appearance or performance, while performance in administration/management has almost the same meaning in terms of Rue and Syare as level of performance. Achievement of results / completion of organizational goals (the degree of accomplishment) (Gunawan: 1996). The author can conclude that the teacher's performance is the ability shown by the teacher in carrying out his duties or work. Performance is said to be good and satisfying if the goals achieved are in accordance with predetermined standards.

2. Factors that affect teacher performance

The factors that affect teacher performance include the following:

1) Effectiveness and efficiency

If a certain goal can be achieved well, then the activity can be said to be effective. However, if the results are not sought, the activity evaluates the importance of the results achieved so that it results in satisfaction even though it is effective, it is called inefficient. On the other hand, if the desired result is not important or trivial, then the activity is efficient (Prawirosentono: 1999).

2) Authority

Authority or authority is the nature of a communication or order in a formal organization that is owned by a member of the organization to other members to carry out a work activity in accordance with his contribution.

3) Discipline

Discipline is obedience to applicable laws and regulations (Pawirosentono: 1999). So, employee discipline is the activity of the employee concerned in respecting the work agreement with the organization where he works.

4) Initiative

Initiative is related to thinking power and creativity in forming ideas to plan something related to organizational goals.

3. Teacher Performance Indicators

There are six indicators to measure individual performance, namely:

- 1) Quality. The quality of work is measured by the employee's perception of the quality of the work produced and the perfection of the task on the skills and abilities of employees.
- 2) Quantity. Represents the resulting amount expressed in terms such as number of units, number of completed activity cycles.
- 3) Punctuality. It is the level of activity completed at the beginning of the stated time, from the point of view of coordinating with the output results and maximizing the time available for other activities.
- 4) Effectiveness. Is the level of use of organizational resources (manpower, money, technology, raw materials) maximized with the aim of increasing the results of each unit in using resources.
- 5) Independence. Represents the level of an employee.

C. Work Discipline

1. Definition of work discipline

Understanding work discipline is the key to the realization of a goal, because with good discipline, the goal will be realized optimally. Good discipline can reflect the magnitude of a person's responsibility for the tasks he is given. The higher the work discipline that is owned, the higher the work performance it achieves, without good work discipline, workers will find it difficult to get optimal work. Ali Imron stated that discipline is a state of order, order, and there are no violations, either directly or indirectly (Ali Imron: 1995).

The definition of teacher work discipline is an orderly and orderly state owned by teachers in carrying out work in schools, there are no violations, either directly or indirectly that can harm themselves and the school as a whole. Adding from Ali Imron's opinion, the work discipline described by Muchdarsyah Sinungan is a mental attitude that is reflected in the behavior of a person, community group in the form of obedience to rules, ethics, rules, norms and rules that apply in society and self-control so as not to do something which is contrary to the philosophy of Pancasila (Muchdarsyah Sinungang: 2005).

The definition of teacher work discipline is an orderly and orderly state owned by teachers in carrying out work in schools, there are no violations, either directly or indirectly that can harm themselves and the school as a whole. With good teacher work discipline, the school's goals can be achieved optimally. It can be concluded that work discipline is an attitude, behavior, and act of a teacher who is willing to consciously carry out his duties and obligations in an orderly and orderly manner in accordance with the applicable regulations at the school, both written and unwritten and does not commit violations that can harm himself, other people and schools.

2. Factors that affect teacher discipline

There are basically two drives that affect discipline:

- 1) The impulse that comes from within humans is due to the knowledge, awareness, security to discipline.
- 2) The encouragement that comes from outside is due to orders, prohibitions, supervision, praise, threats, punishments and so on (Srijanto Djarot et al: 1994)

The elements of discipline include three things, namely: 1) mental attitude which is an obedient and orderly attitude as a result or development of training, mind control and character control, 2) a good understanding of the behavioral regulation system, norms, criteria, and such standards, so that understanding fosters a deep understanding or awareness, that obedience to the rules. These norms and standards are an absolute requirement to achieve success (success), 3) an attitude of behavior that naturally shows sincerity, to obey everything carefully and in an orderly manner (Priodarminto Sugeng: 1999). Discipline is born and develops from a person's attitude in the cultural value system that already exists in society.

D. The Relationship of Teacher Professionalism to the Performance and Discipline of Islamic Religious Education Teachers

Every individual who works in an institution or organization is expected to get the best work results. Work discipline can be interpreted as an attitude or behavior that is in accordance with the regulations of an organization, either in writing or not. Sastrohadiwiryo stated that work discipline is an attitude of respect, respect, obedience, and obedience to the applicable regulations, both written and unwritten and is able to carry it out and does not avoid receiving sanctions if he violates the duties and authorities given to him (Sulistyo and Wijayanto, 2015).

Teacher professionalism is carrying out the learning process both in the classroom and outside the classroom in addition to doing other activities, such as working on school administration and learning administration, carrying out guidance and services to students, and carrying out assessments (Rusyan, 2016).

Professional teachers are those who have professional abilities with various capacities as educators. Professional teachers have teaching experience, intellectual capacity, morals, faith, piety, discipline, responsibility, broad educational insight, managerial abilities, are skilled, creative, have professional openness in understanding the potential, characteristics and developmental problems of students, able to develop study plans and careers of students and have the ability to research and develop curriculum (Makawimbang, 2011).

The performance of a teacher is also closely related to the professionalism of a teacher. Professional teachers as stated in Article 20 of Law no. 14 of 2005, teachers have the following obligations: 1) plan learning, implement quality learning processes, and assess and evaluate learning outcomes; 2) improve and develop academic qualifications and competencies on an ongoing basis in line with the development of science, technology, and the arts; 3) act objectively and non-discriminatory on the basis of considerations of gender, religion, ethnicity, race, and certain physical conditions, or family background and economic status of students in learning; 4) uphold the laws and regulations, laws, and teacher code of ethics, as well as religious and ethical values; and 5) maintain and foster national unity and integrity.

Teacher professionalism has a significant relationship to teacher performance and discipline, so that the performance of a teacher can be said to be good if the teacher is able to master and develop lesson materials, is creative in the delivery of learning, is able to show a high commitment to teaching tasks, is disciplined in work, collaborates with others. All members of the school, and have a personality that is a role model for students. Professional teachers can be seen from the high work performance and discipline they have in carrying out their duties as educators, teachers, trainers, advisors, motivators for creativity, evaluators, and as individuals who of course become figures for their students.

3. Conclusion

Professionalism shows the commitment of members of a profession to improve their professional abilities and continuously develop the strategies they use in doing

work in accordance with their profession. The professional ability of a teacher is essentially the estuary of all theoretical knowledge, all mastery of various basic skills, and a deep understanding of learning methods, learning objects, and learning situations.

Teacher performance is the ability shown by the teacher in carrying out his duties or work. Performance is said to be good and satisfying if the goals achieved are in accordance with predetermined standards. Work discipline is an attitude, behavior, and action of a teacher who is willing to consciously carry out his duties and obligations in an orderly and orderly manner in accordance with the regulations in force at the school, both written and unwritten and does not commit violations that can harm himself, others and schools.

Teacher professionalism has a significant relationship to teacher performance and discipline, so that the performance of a teacher can be said to be good if the teacher is able to master and develop lesson materials, is creative in the delivery of learning, is able to show a high commitment to teaching tasks, is disciplined in work, performs cooperation with all school members, as well as having a personality that is a role model for students.

Bibliography

- Ali Imron (1995). *Pembinaan Guru di Indonesia*, Jakarta: Dunia Pustaka Jaya. h.145
- Arifin (1995), *Kapita Selekta Pendidikan (Islam dan Umum)*, Jakarta; Bumi Aksara, h.105.
- Gunawan (1996). *Administrasi Sekolah*, Jakarta: Rineka Cipta. h. 41.
- Hamzah B (2011), *Profesi Kependidikan Problema, Solusi, dan Reformasi Pendidikan di Indonesia*, Cet. Ke-VIII; Jakarta: Bumi Aksara, h. 24.
- John M. Echols dan Hassan Shadili (1996), *Kamus Inggris Indonesia*, Jakarta: PT. Gramedia, h.449.
- Kunandar (2007) *Guru Profesional Implementasi Kurikulum Tingkat Satuan Pendidikan (KTSP) dan Persiapan Menghadapi Sertifikasi Guru*, Jakarta: PT Raja Grafindo Persada, h.45, 81
- Muchdarsyah Sinungan (2005), *Produktivitas Apa dan Bagaimana*, Jakarta: Bumi Aksara, h. 145.
- Prawirosentono, suryadi (1999). *Kebijakan Knerja Karyawan*, Yogyakarta: BPFE, h.23 & 27
- Sahabuddin (2007), *Mengajar dan Belajar Dua Aspek Dari Suatu Proses yang Disebut Pendidikan*, Cet. Ke-III; Makassar: Universitas Negeri Makassar, h. 25.
- Srijanto Djarot dkk (1994) *Tata Negara Sekolah Menengah Umum*. Surakarta: Pabelan, h. 45.

Udin Syaefudin Saud (2011), *Pengenbangan Profesi Guru*, Cet Ke-4; Bandung: Alfabeta, h. 7.

UU RI No 14 Tahun 2003 (2005) *Tentang Guru dan Dosen*, Bandung: CV Citra Umbara, h.2