# PROBLEMATICS OF PAI TEACHERS AND THEIR SOLUTIONS

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**Abstract**

This article discusses the obstacles found by educators who always face problems in education institution. The problem is related to religious education in schools that have not been maximized, so the competence of professional PAI teachers is needed. Teacher professionalism is very important, when the teacher has a profession as a qualified and accommodating educator. The teacher is having a very big responsibility to educate the nation's children. This is based on Law Number 3 of 2004 concerning the National Education System. One of its functions is to produce nationals who are moral, authoritative and have a personality characteristic of akhlaqul karimah. To achieve this, PAI teachers must be able to have high ideas and commitments so that this nation truly embodies a nation that has good moral character.

**Keywords;** PAI, Teacher, Problems dan Solusinya

**ملخص**

تناقش هذه المقالة العقبات التي يواجهها العاملون في مجال التعليم الذين يصرون دائمًا يجدونها في مؤسسة التعليم. ترتبط المشكلة بالتعليم الديني الموجود في المدارس التي لم يتم تعظيمها . وفي هذه الحالة ، هناك حاجة إلى كفاءة معلمي التربية الدينية الإسلامية المحترفين. تُعد مهنة المعلم مهمة جدًا عندما يكون المعلم مهنة كمعلمة مؤهلة وملائمة. المدرس له مسؤولية كبيرة جداً في تثقيف أبناء الأمة ، وهذا يعتمد على القانون رقم 3 لسنة 2004 بشأن نظام التعليم الوطني ، حيث تتمثل إحدى مهامه في طباعة أبناء الأمة الذين يتخلقون بخلق حسن ولهم خصائص شخصية بخلقهم الكريمة. لتحقيق هذا الهدف ، يجب أن يكون لدى المعلمين أفكار والتزامات عالية حتى يتمكنوا من تحقيق الجيل القادم للأمة والدولة ذات الشخصية الأخلاقية الجيدة.

**مفتاح الكلمات:** المشكللت ، الاحتراف لمعلمي التربية الدينية الإسلامية PAI.

**Abstrak**

Artikel ini akan mengupas tentang kendala-kendala yang dihadapi oleh pelaku-pelaku pendidikan yang selalu menghadapi masalah-masalah di lembaga pendidikan. Masalah tersebut terkait dengan pendidikan agama yang ada disekolah-sekolah yang belum maksimal. Dalam hal ini diperlukan

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kompetensi Guru PAI yang professional. Profesionalisme Guru sangat penting manakala guru mempunyai profesi sebagai seorang pendidik yang mumpuni dan memadai. Guru mempunyai tanggung jawab yang sangat besar untuk mencerdaskan anak-anak bangsa. Hal ini berlandaskan pada Undang-undang Nomor 3 Tahun 2004 tentang Sistem Pendidikan Nasional, dimana salah satu fungsinya adalah mencetak anak-anak bangsa yang berakhlaq, berwibawa dan berkarakter yang kepribadian akhlaqul karimah. Untuk mencapai tujuan tersebut, Guru PAI harus mempunyai gagasan, ide dan komitmen yang tinggi agar betul-betul dapat mewujudkan generasi penerus bangsa dan Negara yang berakhlaqul karimah.

**Kata Kunci:** Problematika, profesionalisme, Guru, PAI.

**Introduction**

that teaching and learning activities Islamic Education (PAI) in school always makes students bored, most likely this is due to the teachers who are not professional. This makes students not passionate in learning especially in the subjects of religious sciences and because they are not supported by qualified teachers, or teacher professionalism is very low.[1]

Of course, this problem is not a little, but everywhere, and complex, meaning that one problem is related to the other problems. The problem is in teachers who are not professional in teaching, such as ways of learning that are less attractive to students or teaching material that is not understood by students (ineffective). This can be solved by various methods, techniques and learning strategies . therefore, teacher can learn and apply various kinds of methods in the classroom so that students are more interested in attending the lesson.[2]

However, the problem can be students who begin to lose the spirit of learning about the subjects of religious sciences. If this happens, what will happen to this country's future if the next generation is apathetic towards Islamic religious education.

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[1] Many PAI teachers feel that they have complaints, due to the limited time or hours provided by the school so that the time is limited as if PAI teachers were to deliver religious education subjects, especially just 2 hours a week.

[2] The results of observations from various schools in the City of Kediri, therefore, need to be underlined so that each educational institution must be standard in the teaching and learning activities not only teachers in the fields of religious sciences but in other fields are also very necessary. The standardization of education in schools is very important in supporting the teaching and learning process, so that quality and quality education institutions will be created because they are based on professional teachers in all fields.

Therefore, education is a very important for every nation, whether a nation is building education and is a good collaboration without despair.[5]

On the other hand, education is also considered a problem for everyone. Every time there are always complaints about education, the curriculum, the system, the teaching staff and so forth. Everyone always demands and wants it better. It is not surprising that education must always change with the changing times and technological developments. Therefore, the problem of education in the era of global competition like now is one of the most troblesome. This is because the existence of religious education plays a very important role and the greatest responsibility in preparing qualified human resources that will enter the global competition, especially Islamic religious education as a moral foundation in carrying out development. This is in accordance with what was stated by education experts that education is the key that opens the door to development. [6]

One of the most important factors in education is the teacher. Teacher is the one who will be responsible for the personal formation of his students, especially religious education. He has more accountability. In addition to being responsible for the formation of a child's personality in accordance with Islamic teachings, he is also responsible for Allah.[7] Therefore, there is a need for improvements in all fields of education, especially religious education. Education must produce people who are active, creative, innovative and independent so that they can match the impact of global competition in the era of competition with both IMTAQ and science and technology.

It also concerns with the availability of professional teachers including qualified religious teachers which are still very limited. Then there are teachers who are experts in all fields when teaching and educating, have great autonomy and responsibility. Therefore, teachers who are professional prepare themselves before they teach. they control what will be presented and are responsible for everything they taught, and they are responsible for their behavior.[8]

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[3] The Law on National Education System Number 20 of 2003, in the Law, it is clear that the actors of education must be able to print character-minded, authoritative students to become dignified and noble children of the nation.

[4] S. Nasution, *Berbagai Pendekatan Dalam Proses Belajar Mengajar* (Jakarta: Bumi Aksara,1995), 35.

[5] Soedijarto, *Menuju Pendidikan Nasional yang Relevan dan Bermutu* (jakarta: Balai Pustaka, 1989), 6.

[6] Azyumardi Azra, Pendidikan Islam dan tantangan Modernitas, *Didaktika Islamika*, 7 Vol III (Oktober, 2001), 6.

[7] Abu Ahmadi, *Metodik Khusus Pendidikan Agama* (Bandung : Armico, 1985), 48-49.

[8] Piet A. Sahertian, *Profil Pendidik Professional* (Yogyakarta: Andi Offset, 1994), 34.

The teacher's task is strategic in building the character of the nation and has a very big role in forming the personality of the generation. The role and task of the strategic educator are demanded by educators who have high educational qualifications and dedication in accordance with the level of teaching authority.[9] Teacher's performance determines the success of the student. Indeed, the teacher is not the only way to shape the character of the student but also the success of the inner being. Yet, teachers who professionals are educators who will be able to produce qualified output. therefore, qualified teachers are educators who have the highest insight, innovation and dedication to the most educational institutions. One of them is understanding the vision and mission of education in terms of education systems and curriculum, educational material, mastery methods, learning strategies, teaching media and so on.[10]

However, in reality, religious education carried out by teachers only emphasizes the transfer of knowledge not on the formation of attitudes and behavior. In addition, in carrying out the teaching and learning process, religious teachers tend to be less creative or professional. For example, the formulation of instructional objectives that are less precise, monotonous methods, media that are less relevant to the content of the material being taught, and usually only emphasize cognitive aspects.

In connection with many problems faced education, one of them is the problem of PAI teachers which until now has become a topics need solutions between reality and ideality as well as social accountability. With the solution, it will create a qualified educational institution because it will be equipped with academic, personal and social competence.

**Problems of Islamic Education**

Indonesia is a Muslim-majority country. However, in terms of education, Islamic education does not become a majority in the position of national education. It is obvious that Islamic education is seen as the second row position or marginal position in the national education system. In fact, whatever education is, whether national education or Islamic education, the essence of education is to develop human dignity, humanize humans so that they can truly become caliphs.

There is a number of problems Islamic education in Indonesia. A problem always arises from internal and external elements. Most often, external problem causes internal problem, internal problems in terms of management to external issues such as politics and economics.

The internal factors in Islamic education are;

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[9] MPA, *Problematika Peningkatan Mutu Pendidikan* (25 Juni 2005), 5.

[10] Indeed, teachers are part of stakeholders of educational institutions, so creating quality and quality institutions with communication between schools, teachers, students and parents who support each other in all needs.

1.  management of Islamic education that lie in unclear objectives to be achieved, lack of harmony in the curriculum to the needs of the community, lack of qualified and professional educators, the miscalculation of the results of education and the unclear basis used to determine the level education from elementary level to college. According to Moh Raqib, the quality problem of graduates of Islamic education institutions is that alumni are arguably not or less creative. Indications of this can be seen in alumni who have relatively few jobs and rely more on becoming civil servants while job vacancies for civil servants are very limited. This shows low creativity to create their own job vacancies. Of course, student creativity is certainly not free from the education and learning system that exists in educational institutions which often does not emphasize students to be creative. Even, students' management which includes processing students into attractive outputs is important. This shows that education management in Islamic education institutions in general has not been able to carry out effective and quality learning and management of education.
2.  Teacher's professional compensation is still very low. Teachers who are the most important elements in teaching and learning activities are generally weak in mastering the subject matter, especially concerning the mastery of the material, teaching skills, class management, and teaching motivation. Teachers should have pedagogyy, personality, professional, and social competencies. The fact is that it is not uncommon for teachers to complain about their bad fate, teachers are not competent to conduct direction; and teachers who feel that their job is only teaching.
3.  School leaders are weak in communication and negotiation. Islamic education leaders not only often lack the ability to build internal communication with teachers, but also are also weak in communication with the community, parents, and education users for the sake of implementing qualified education.

In addition to internal factors, there are also external factors faced by Islamic education, including:

1.  The existence of government discriminatory treatment of Islamic education. The allocation of funds provided by the government is very much different from education in the Ministry of Education. Regardless of all that, whether it is the matter of the Ministry of Religion or the Ministry of National Education, the state budget allocation for Islamic education should not have a gap, whereas Islamic education also has a mission to educate the nation, as well as the mission carried out by general education;
2.  The bureaucratic paradigm of Islamic education has been dominated by a sectoral approach and not a functional approach. Islamic education is

not considered part of the education sector because its affairs are not under the Ministry of National Education. Moreover, there is discriminatory attitude towards Islamic education graduates;

3. The paradigm of the community towards Islamic education institutions is still not good. Islamic education institutions are the last alternative after they cannot be accepted in educational institutions within the Ministry of Education, that is what we often encounter in some of our communities. Such a public view is an indicator of their low trust in Islamic education institutions.

### Problems of PAI Teacher Education

Basically, educators are required to have a high commitment to professionalism in carrying out their mandate, because teacher is a profession and at the same time, his job is to educate, teach and train. It means that educating is formulating and developing life values, while teaching is continuing and developing science and technology, and training means developing skills of students. In principle, teacher has a big responsibility in education.

Therefore, the quality of learning in accordance with Islamic education is influenced by the attitude of creative teachers to choose and implement various approaches and learning models that are relevant to the conditions of students and achievement of competencies. However, at this time teachers who are creative, professional and committed are very difficult to obtain.[11]

Indeed, teachers from past until now have often been criticized because of the limited preparation and knowledge that will be taught in the classroom, lack of attention to matters related to understanding of students, professional development, personal formation, and pedagogical foundation. Finally, as an impact, the teacher is only able to appear as a conveyor of knowledge and not as a professional teacher as outlined in the Teacher and Lecturer Law.[12]

### The Need for Ideal PAI Teachers

Qualified education institutions are based on the goals and benefits of education as an alternative to achieving the success of education actors, namely the competence of PAI Teachers cannot be separated from the study of various assumptions that underlie the success of a teacher. Professionally, in reality, the ideal teacher is needed, that is a teacher who has self-ability. For this we can refer to the behavior of the Prophet Muhammad, because he

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[11] Moh. User Usman, Menjadi Guru Profesional (Bandung: Remaja Rosdakarya, 2004), 9.

[12] Hasan Basri, Kapita Selekta Pendidikan (Bandung: Pustaka Setia, 2012), 298.

is the only successful educator. The success of educators needs to emulate some things that are considered essential and important in facing reality.[13] Allah SWT said in the Qur'an in Surat al-Ahzab verse 21 which reads:

لقد كان لكم في رسو ل الله اسوة حسنة لمن كان ير جوالله واليوم الاخر وذكر الله كثيرا (الاخزاب 21 :)

The ideal teacher is a diligent and disciplined teacher doing student learning while in school is indicated by the skills of arranging learning designs, motivating students to learn, using methods and media appropriately, and being able to make assessments that can be used as material for developing school programs. Every learning hour must be felt at school. Being outside of school during school hours could be a proof of serious violations. Technically, the ideal teacher must carry out face-to-face hours at least 24 hours and as many as 40 hours face to face in one week. This illustrates that the teacher's time is spent to carry out the learning and education process in the school.[15] Teacher is not obliged to carry out activities that are in contact with activities in the community. Unlike lecturers, although they are the same as professional educators, lecturers in addition to professional educators are also referred to as scientists with the main task of transforming, developing and disseminating science, technology and art through education, research and community service. Lecturers have a very broad scope not only in formal education (campus) but also in community life. That is, lecturers are to not only guide and train their students but also have to be able to disseminate knowledge with various media through lectures (education / teaching) must also go through research and service to community. Consequently, lecturers are not always on campus to conduct lectures with students, otherwise it will result in less than optimal lectures. In addition, to conduct lectures with students, lecturers must also disseminate and develop knowledge through seminars, discussions, book publishing, research and publication of research results. This is the main difference between teachers and lecturers.

Teachers are required to have four competencies consisting of personality competencies, social competencies, pedagogical competencies and professional competencies. The four competencies must be known, understood and implemented by the teacher in carrying out their duties and

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[13] Muhaimin, dkk, *Paradigma Pendidikan Islam* (Bandung: Remaja Rosdakarya, 2002), 94

[14] Ahmad Hatta, Tafsir al-Qur'an perkta dilengkapi dengan asbabun nuzul dan terjemahnya (Jakarta : Maghfirah Pustaka, 2009), 420.

[15] M. Saekan Muchith, Guru PAI Yang Profesional, *Jurnal Quality* Vol. 4, No. 2, 2016, 234.

functions so that the teacher can still be said to be a professional educator, including the following;

1. pedagogy Competence, namely a set of knowledge and skills related to the learning process;
2. Personality competence is a set of personal or personal qualities that support the quality of learning;
3. Social competence is a set of knowledge and skills related to communication with other people for the success of the learning process;
4. Professional competence, namely a set of abilities and skills possessed through the education process so that it is expected to be able to realize the ideal teaching profession. [16]

Teachers as professional positions must be able to carry out their duties based on the following principles (Law No. 14 of 2005), namely;

1. Having talent, interest, vocation and idealism;
2. Having a commitment to improve the quality of education, faith, devotion and noble deeds;
3. Having academic qualifications and educational background in accordance with their fields;
4. Having responsibility for the duties of implementing professionalism;
5. Obtaining income determined according to his performance;
6. Having opportunity to develop his profession in a sustainable manner with lifelong learning;
7. Having a guarantee of legal protection in carrying out the duties of his profession;
8. Having a professional organization that has the authority to regulate matters relating to the field of his profession.[17]

Syaiful Bahri Djamarah said that an ideal PAI teacher must have several criteria, including the following;

1. Taqwa to Allah
   The key to the success of a successful PAI teacher must show faith and devotion to Allah, because teacher is an example for students as concrete evidence that students have devotion to Allah;
2. Knowledge
   The education qualification of an educator is very necessary, because teacher has legality as concrete evidence that the teacher has higher educational qualifications than the students. With knowledge, then humans will be elevated by Allah;
3. Physical Health

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[16] Ibid, 224.
[17] Ibid, 225.

A qualified teacher is healthy, because with good health, teacher will be able to transfer his knowledge full of strength to students;
4. Good behavior
The identity of PAI teachers is the spearhead of students, because good behavior will bring significant changes.[18]

Seeing the description above, educators must have high credibility, so that the four criteria can be used as a strong benchmark / standard. Teachers are able to create innovations and ideas for students with good personality. That personality is the benchmark for capable and professional teachers.

**Problem Analysis of PAI Teacher**

Teachers have dual duty, namely as servants of the State and servants of society. As servants of the State, teachers are required to carry out tasks that have become government activities in order to educate the nation's children. As public servants they are required to play an active role in educating public from underdevelopment towards a glorious future life. Problems with PAI teachers in social life can be seen through portraits of teachers who are carrying out teaching and learning in educational institutions, including;

1. In teaching and learning process, PAI teachers concentrate more on cognitive theoretical issues that are cognitive in nature, so that they will place more emphasis on teaching and knowledge transfer;
2. Always monotonous teaching methods that are not able to bring changes to students;
3. KBM which is always active in the class, so it does not have new innovations;
4. Teachers are less creative so they are unable to operationalize learning media;
5. Teachers lack communication and cooperation with parents and are unable to resolve the problems faced by students. [19]

Thus, to realize a PAI goal, a mature process is needed to deliver towards goodness, which inevitably needs to involve school creativity to answer some of the reasons that are currently constraints.

6. Material that is often repeated so that it becomes saturated in KBM;
7. The attention of students is more focused on the subjects of national examinations, so that PAI material is only a symbol;
8. KBM is often boring because the learning method is very irrelevant.[20]

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[18] Syaiful Bahri Djamarah, *Guru dan Anak Didik Dalam Interaksi, Edukatif* (Jakarara : Bhineka Cipta, 2005), 32.

[19] Ali Rahmad, *Kapita Selekta Pendidikan* (Jakarta: Bina Ilmu, 2004), 34.

[20] Ibid.

In principle, teacher is a noble and commendable profession. There are people who have a professional level, all are born because of the results of a teacher's education. Why is that? It is because the teacher is one of the keys to achieving success, both inscriptions and aspirations.

Teachers must be able to continue to develop experience and skills in learning strategies so that they are able to provide services to students optimally. Besides, teacher is able to prepare for teaching well, is able to evaluate to measure teaching materials offered by all models and learning approaches, from the beginning of the learning process until the evaluation model must continue to be tried by the teacher to obtain the most effective model.[21]

It is also problems that arise in the present that show negative habits that often occur in the process of implementing Islamic religious education in schools or schools, among others, as follows;

1. Islam teaches more about memorization;
2. Education is more emphasized on *hablum minallah wahablum minannas;*
3. Slow thinking so that it is difficult to argue about the problems that occur;
4. The success of religious education is not optimal;
5. The benchmark of religious education as a foundation is not yet adequate.[22]

Therefore, with the aforementioned several factors, teachers must be able to change the positive behavior of students about the education of morality as a moral learner to bring their future life.

### Solutions of Professional PAI Teacher Education

Indeed, teachers have many shortcomings and problems in carrying out their duties as educators. One is to shape the personality of teachers who have a high commitment in all fields, especially religious education. Religious education is the creation of participant characteristics students who make a benchmark, so that students have a high dedication to the spirit of learning. Then, the solution in teaching and learning process is abaout education system, curriculum and evaluation. Here teacher needs to take part in a teacher professional training and training program (PLPG) as well as teacher potency testing (UKG) with the aim to know the quality of teachers. Thus, to improve teaching knowledge and skills, one of the efforts is through; first, holding various teacher training / training courses, second,

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[21] Dede Rosyada, *Paradigma Pendidikan Demokrasi* (Jakarta: Kencana, 2007), 116-117.

[22] Sukarno L Hasyim, Problematika Guru PAI Realita dan Idealita Sebagai Akuntabilitas Sosial, *Jurnal Lentera Kajian Keagamaan, Keilmuan dan Teknologi*, Vol. 13, No. 1, Maret 2015, 89-90.

mapping teacher qualifications from various levels (teachers must be undergraduate).[23]

PAI teacher must be able to bring out new innovations and ideas to bring about significant changes. With significant changes, creativity will emerge and change drastically in students. This requires ideas, innovations and aspirations for educational actors who can instill a better personality for students.

To be more spesific about the problems of religious education teachers, a better approach is needed so that students from elementary to secondary levels have a strong foundation, including the following;

1. Faith Approach. It is a way to strengthen students who can understand the source of life which is based on monotheism and belief, so that in their lives they have strength that is easily affected by any conditions;
2. Experience Approach. It is a way of providing guidance to students who practice the results of their worship based on the akhlaqul karimah;
3. Habituation approach. It is an approach that can provide opportunities for students to have good behavior in accordance with the guidance of Islamic teachings;
4. Rational approach. It is a way to give the role of students to be able to develop their minds in understanding and differentiating between teaching materials and material standards that have to do with good or bad life;
5. Emotional approach. It is an attempt to increase the feelings of students in interpreting behavior that is in accordance with the teachings of religion and national culture;
6. Functional approach. It is an approach to step on the material of al-Quran, hadith, akhaq and fiqh so that students are able to run in life every day;
7. Exemplary approach. It is an approach that teacher is able to reflect on humans who have personalities.[24]

Besides, there are also several ways to overcome the problems of Islamic Education. There are two solutions including the following:
1. Systemic solutions, namely solutions to changing social systems related to the education system. For example, the education system is closely related to economic system that is applied. Education system in Indonesia today is applied in the context of economic system of capitalism (the school of neoliberalism), which has the principle of minimizing the role and responsibility of the state in public affairs, including funding. So, problems related to fund such as low physical

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[23] Ali Rahmad, *Kapita Selekta Pendidikan* (Jakarta: Bina Ilmu, 2004), 34.
[24] Abdul Majid dan Titan Andaryani, *Pendidikan Agama Islam Berbasis Kompetensi* (Bandung: Rosda Karya, 2005), 170-171.

facilities, teacher welfare, and the high cost of education need changes in economic system. It would be very ineffective to apply Islamic education system in capitalist economic system. Therefore, the current system of capitalism must be stopped and replaced with an Islamic economic system which outlines that the government will bear all the financing of the country's education.

2.  Technical solutions, namely solutions involving technical matters directly related to education. This solution, for example, is to solve teacher quality problems and student achievement. Then, solutions to technical problems are returned to practical efforts to improve the quality of the education system. The low quality of teachers, for example, in addition to being given a solution to improve welfare, was also given a solution by financing teachers to continue to higher education, and providing various training to improve the quality of teachers. The low achievement of students, for example, is given a solution by increasing the quality and quantity of subject matter, improving teaching aids and educational facilities, and so on.[25]

Besides, professional teachers must have strong ideas / desires in shaping students' character, good student questions, and good teachers are needed. This is a mature concept in shaping students' personalities with character and dedicated action

According to Suryosubroto, professional teachers in influencing teaching and learning process require several very important factors, namely: (a) personality; (b) mastery of materials; (c) class mastery; (d) the way the teacher speaks; (e) how to create a class atmosphere; (f) pay attention to the principle of individuality; (g) is open to work together, responsive to innovation, and able to carry out experiments in teaching activities.[26]

God who always gets ridlon, it is very necessary for religious teachers to be professionals. Professional teachers are able to realize the part of an educational institution that has high enthusiasm and passion in competitiveness.

**Conclusion**

The discussion above is very clear, so an interesting conclusion is needed that all PAI teachers have high commitment, especially nowadays there are many big problems that arise in each educational institution. Thus, the problem of PAI teachers and their solutions can be summarized as follows;

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[25] http://meilanikasim.wordpress.com/2009/03/08/makalah-masalah-pendidikan-di-indonesia

[26] Suryobroto, B, *Proses Belajar Mengajar di Sekolah* (Jakarta: Rineka Cipta, 1997), 164

1. Professional Islamic Education Teachers must be able to create a good example for students to create an Islamic nuance, so that students have broad abilities and knowledge;
2. PAI Teacher Problems on average are low in education qualifications which ultimately are unable to deal with problems or problems that occur in educational institutions;
3. Ideal PAI teachers are teachers who have new ideas and innovations because they are able to advance quality and quality educational institutions.

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