Problems of Professional Competence of Islamic Education Teachers in Facing the Era of Disruption
Case Study at SMP Muhammadiyah Kasihan Bantul

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ABSTRACT

The problem in this study is the low professional competence of PAI teachers at SMP Muhammadiyah Kasihan, Bantul. This can be seen from the less than optimal mastery of IT. As a result, the preparation of lesson plans and administrative tasks cannot be completed properly, thus hampering learning activities. In fact, in this era of disruption, advances in information technology have begun to replace the role of humans in several fields of work. This revolution changes from traditional things to a system supported by sophisticated machines. Technology provides opportunities for practical things to be fully automated and full of innovation in various sectors of life. Therefore, PAI teachers at SMP Muhammadiyah Kasihan Bantul must optimize professional competence, especially mastery of technology. This type of research is descriptive qualitative, and uses a sociological approach. Data collection methods used include: observation, interview, and documentation. The purpose of this research is to describe the problems faced by teachers in facing the disruption era. The results of this study indicate that the problems and solutions of PAI teachers' professional competence in facing the disruption era include: 1) Teachers' basic skills in IT are still low, 2) Inadequate availability of IT facilities, 3) Teachers' comfort in using conventional learning methods that are considered easier and less difficult.

Keywords: Professional Competency Problems, PAI Teachers, Disruption Era.

INTRODUCTION

Education aims to develop the potential of students, in order to have spiritual strength, personality, intelligence, noble character, and various skills that are beneficial for themselves, society, nation and state (Ramdani et al., 2023). Education, in essence, is a systematic and planned effort to guide students in exploring and honing all the potential latent in themselves. The main goal is to form people who are not only intellectually intelligent, but also have comprehensive skills, including moral, social, emotional and physical aspects, so that they are able to develop into a whole and useful person (Salim, 2014*).

The success of an education system depends on a high-quality teaching and learning process. The learning process is said to be of high quality if there is good interaction between educators and students, the use of appropriate methods and media, and a thorough evaluation. If the learning process has been well designed and implemented, then the achievement of educational goals covering the domains of knowledge, attitudes and skills of students can be maximized. In other words, the main key to the realization of successful education and successfully producing quality graduates lies in the management of a truly quality learning process in each educational unit (Hayani et al., 2020).

One of the fundamental pillars in Islamic education is the philosophical foundation. This

foundation forms the framework of thought and basic principles that direct the educational process to not only transfer knowledge, but also instill ethical values, spirituality, and a deep understanding of life based on an Islamic perspective.

In the world of Islamic education in Indonesia today has the experience to be able to keep up with the development of this sophisticated era without having to escape from its principles (Choiri & Fitriani, 2011). One of the fundamental pillars in Islamic education is the philosophical foundation. This foundation forms the framework of thought and basic principles that direct the educational process to not only transfer knowledge, but also instill ethical values, spirituality, and a deep understanding of life based on an Islamic perspective (Mustakim, 2012).

Education is an important part that must exist in life. Education in human life is a process to make changes. In this case there are two notions, the first is change that runs naturally or unintentionally. This definition is based on the fact that to develop science, humans need to study natural events and various phenomena that occur in life. Second, education is a change that occurs because it is deliberate, planned, organized, supervised, and evaluated in accordance with existing rules and in accordance with applicable laws in Indonesia (Fathul Mu'in, 2011).

Another problem in this era of globalization is the mastery of IT by teachers. It cannot be denied that there are still many of our teachers who still have not mastered information technology. Whereas current information technology if utilized properly can help and facilitate the task of teachers in carrying out their duties. Even children at the junior high school level now almost all have cell phones. The development of technology cannot be prevented, but the main problem is how we can utilize it.

Technology and information in the school environment should also be utilized in teaching and learning activities, because it can facilitate and make teaching and learning activities interesting. However, in this era of rapid technological development, there are still many teachers who have not been able to utilize technology and information to the fullest. From the results of observations that researchers observed that of the 5 PAI teachers at SMP Muhammadiyah Kasihan Bantul, there were only 3 teachers who could operate IT well. Teachers play an important role in the success of education.

Leaders in educational institutions determine the development and progress of the educational institution itself compared to influences from outside the institution. The success of learning depends on the competence of the teacher. "Al-thariqah ahammu min al-maddah walakinna al-muddaris ahammu min al-thariqah" (the method is more important than the material, but the teacher is more important than the method), this pearl of wisdom was spoken by A. Malik Fajdar as a form of the importance of teachers in learning (Mujamil Qomar, 2007). Schools as a form of organization that has very important human resources, should pay attention to human resource development. The goal is to maximize the performance of existing teachers.

The various kinds of information that we get today are very easy to obtain in the era of disruption. There is no barrier between information creators and information users, because the information that has been created is strongly supported by technological advances in its delivery. This sophisticated era has begun to be felt by some people. The information technology that we have today greatly supports the dissemination of various information (Binov Handitya, 2018).

We all know that the center for finding book references is in the library, but with the development of technology in this disruption era, Google has become a reference search center called a digital library (Choiri & Fitriani, 2011). This study has a problem, namely the low professional competence of PAI teachers at SMP Muhammadiyah Kasihan Bantul. This can be seen from the less than optimal mastery of IT.

As a result, the preparation of lesson plans and administrative tasks cannot be completed properly, hindering learning activities. In fact, in this disruption era, advances in information technology have begun to replace the role of humans in several fields of work. Advanced machines automatically change things that are traditional in this disruption era. Various forms of life have become fully automated which were previously still practical, this is influenced by technological advances.

Therefore, PAI teachers at SMP Muhammadiyah Kasihan Bantul must optimize professional competence, especially mastery of technology. The problem cannot be taken lightly because in today's world of education where technology is increasingly sophisticated and modern requires teachers to be able to master IT in the face of the disruption era, especially in matters relating to the preparation of lesson plans and other administration.

Because in this disruption era, the preparation of lesson plans and other administration as well as PAI learning methods are required to use digital and computerization, which serves to simplify and

streamline administration and learning. If this problem is ignored, it will have a serious impact on the professional competence of the quality of teacher performance in particular and on the level of student achievement in PAI lessons in general. Nowadays, the need for speed and efficiency in all fields has encouraged humans to create new innovations (Bakhtiar, 2019).

Therefore, researchers describe the problems and solutions of PAI teachers in facing the era of disruption. The problem of the low professional competence of PAI teachers at SMP Muhammadiyah Kasihan Bantul in mastering IT is caused by several factors including: (1) teachers' basic competence in IT is still low; (2) inadequate IT facilities; (3) teachers' pleasure in using conventional learning methods that are considered simpler and less troublesome. Of course, these things are strongly influenced by age, because the fact is that teachers who are still young, around 20-40 years old, are much faster in mastering IT than teachers who are old, around 50-60 years old.

Based on the analysis above, the researcher argues that the problem of the low professional competence of PAI teachers at SMP Muhammadiyah Kasihan Bantul in facing the era of disruption is more due to the low basic ability of teachers in the IT field due to age and the inadequate availability of IT facilities. This is reinforced by the data and facts that show that in the educational institutions of Muhammadiyah Kasihan Bantul Junior High School, teachers who are elderly or old feel comfortable with conventional learning methods because they are considered easier and find it difficult when they want to learn to master IT.

METHODOLOGY

This research is an academic or educational research. While based on the place, this research is included in the type of field research, which is research conducted to find out various information that exists in real life phenomena (Bisri Mustofa & Tin Tisnawati, 2009). This research is a descriptive qualitative approach. A qualitative descriptive approach is a research method used to understand society by collecting as many in-depth facts as possible, the data is presented in the form of narratives not in the form of values (Noeng Muhadjir, 1996).

This research is included in the type of field research, which means that research is conducted directly with the object of research and data collection is carried out in accordance with the existing circumstances in the field. The scope of this research is research on education. This type of research is descriptive qualitative, and uses a sociological approach.

Data collection methods in this study were carried out through observation, interviews, and documentation methods. The data obtained was then analyzed using a qualitative descriptive analysis method. Data analysis is a process for organizing and arranging the flat so that it is arranged neatly and systematically, to obtain the desired meaning and conclusions from the data (Nana Sudjana & Ibrahim, 2001). The intended research was conducted at SMP Muhammadiyah Kasihan Bantul. Interviews were conducted with the principal, Islamic Religious Education teachers both young and old, and students.

RESULTS

The development of technology greatly affects science. In various aspects of life are greatly influenced by advances in information technology (IT), this also has an impact on the education and learning process. In the world of education in this disruption era, the challenge is the sophistication of IT, so it requires humans to be able to master technological developments and advances. Especially for educators or teachers who take part in educating the nation in the world of education, therefore teachers must be able to master technology.

In order for the learning process of material delivered in the classroom to be interesting, interactive and arouse student enthusiasm, teachers need to use and utilize current information technology such as the use of laptops, LCDs, the internet, and others. The utilization of information technology is expected to improve the learning process. The utilization of information technology is expected to increase learning effectiveness, student achievement, and reduce dropout and truancy rates.

Therefore, the progress of information technology development must be utilized and directed in accordance with existing rules in society (Munir, 2012). According to Bitter & Legacy, 2008; Lever-Duffy & McDonald, 2008; Thorsen, 2006, there are three general types of technology application in education. First, teachers incorporate technology into their classroom teaching to plan instruction and present lesson content to their students. Second, teachers use technology to explore, practice and prepare materials for papers and presentations. Third, teachers use technology to perform administrative tasks related to their profession, such as assessment, record-keeping, reporting and management tasks.

Problems of PAI Teacher's Professional Competence in Facing The Era of Disruption at SMP Muhammadiyah Kasihan Bantul

Basically, every teacher must be able to keep up with technological developments in this modern era. Especially to develop their competence in the IT field for smooth learning. In this case, competence is the ability and expertise in carrying out an activity or task based on knowledge and skills towards job demands. Therefore, competence can be interpreted as a collection of various elements such as knowledge, attitudes, and skills contained in a person's ability to do his job. The abilities of a person that are most often seen are his knowledge and skills, while motives and innate traits are difficult to identify. According to convergence theory, competence is an ability formed from a combination of the potentials that exist in humans and their environment (Batubara, 2018).

Skills and knowledge competencies are usually easier to teach, therefore training programs are a good way. This training can be done conventionally or through the use of information and communication technology. Teachers must master IT because this is included in pedagogical competence. Pedagogic competence is an ability that must be inherent in teachers related to student education which can be seen from moral, emotional, and intellectual aspects. One component of this competence is that teachers are able to utilize information and communication technology for learning purposes (Fajriana & Aliyah, 2019).

According to IT experts, every individual including teachers has the talent and ability to use laptops and utilize internet networks in learning, it just needs to be honed. So in reality, not a few teachers feel inferior because they cannot use and utilize IT properly, so that in the learning process they prefer the classical method. Of the many teachers, the majority of teachers who have not been able to master and are still awkward with IT are senior teachers, so when they need help in IT, they leave their tasks to their juniors.
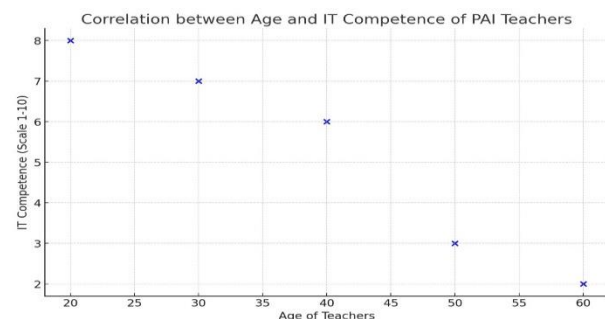

Figure 1. Correlation between Age and IT Competence of PAI Teachers

Based on the data from interviews and observations conducted, the main problem in utilizing IT is the ability of each teacher. When IT facilities are available but the ability of PAI teachers to operate them is still lacking, it becomes not so functional. The next obstacle is the age factor of the teacher, teachers whose age is relatively old tend to stutter technology so it is very difficult when required to use IT facilities in the administration and learning process.

Furthermore, another problem is the habit of teachers who are accustomed to only using conventional methods, such as lectures, questions and answers, demonstrations. The habit of using these methods is considered simpler and hassle-free so that teachers tend to find it easier to use them. Another problem lies in the material, that in PAI subjects not all the material taught can be implemented using IT media. In certain materials, it is not easy to be taught using IT, and of course, teacher creativity in using IT will be needed. So far, the teacher's ability to utilize IT is still very lacking, existing facilities such as LCDs, computers, and the internet are still rarely used in the learning process.

This is also because schools do not require teachers to use IT in learning. Another obstacle is time. When they have to use IT, teachers feel that they have less time to teach PAI subjects which are only 2 hours or 3 lessons per week. So that teachers more often directly enter the classroom and deliver the material to be taught. Meanwhile, the results of interviews with PAI teachers are not much different from what researchers observed and observed.

PAI teachers in Muhammadiyah Kasihan Bantul Junior High School are divided into several more subjects, such as teachers of the Qur'anic Hadith, Fiqh, Akidah akhlak, Kemuhammadiyahan, and Arabic. Basically, the use of IT in learning is still lacking. As researchers observed that the difficulty in using various methods is due to the uneven basic abilities of students, so that teachers are sometimes confused about what kind of method is appropriate.

The older teacher's mastery of IT is also still weak, this is because he has never received training on the use of IT and is also old so that when he wants to learn, he is pessimistic first. There are several things that become obstacles in utilizing IT according to the results of observations and interviews, including: (1) IT facilities are still very limited. Based on the results of the school archive documentation, it is found that the school only has IT in the form of 2 laptops, 2 printers, 1 scanner, 4 LCDs, and 1 screen; (2) The school does not require teachers to use IT in the learning process, (3) Teachers' abilities are still weak in utilizing IT as a medium for making lesson plan administration and learning; (4) Limited time used to prepare IT media in learning.
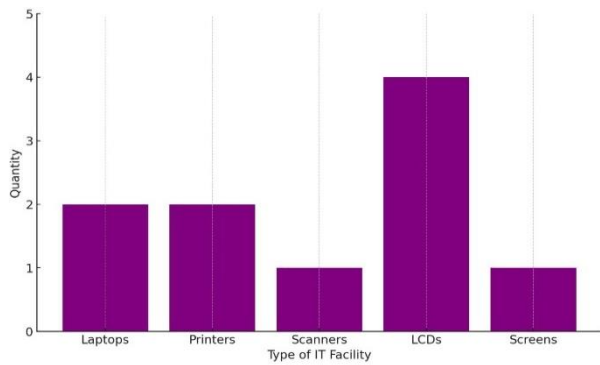
Figure 2. Availability of IT Facilities at SMP Muhammadiyah Kasihan Bantul

There are also older teachers who think that learning PAI subjects is enough from books alone. He also admitted that his ability to utilize IT is still very low. So it will be very difficult if he is required to use IT in every teaching and learning process. The results of interviews conducted by researchers to find problems or problems of professional competence of PAI teachers in facing the disruption era at SMP Muhammadiyah Kasihan Bantul, revealed that the problems faced included: (1) IT facilities are still very limited; (2) The school does not require teachers to use IT in the learning process; (3) The ability of teachers who are still weak in utilizing IT as a medium for making administration and learning; (4) The limited time used to prepare IT media in learning; (5) Teachers' assumption that IT media is not very important in learning, because the material in the book is enough to teach students well; (6) Teachers' pleasure in using the classical learning system, which is believed to be simpler and less complicated; (7) The absence of training activities for teachers to improve teachers' abilities in the IT field.

Solutions to Overcoming Problems in PAI Teachers' Professional Competence in Facing The Era of Disruption At SMP Muhammadiyah Kasihan Bantul

In the learning process in this disruption era, the role of a teacher is very important to optimize learning. This is due to the times where science is growing and technological sophistication is growing rapidly, so the role of the teacher is very important in the learning process. Wherever and whenever we are, we can access various information that is a source of knowledge. To obtain various information related to the things needed as a source of knowledge is very easy and fast, because in this disruption era with the advancement and development of information technology, everyone can access and obtain the desired information (Amra, 2016).

Teachers' efforts in using IT media can be seen from how much teachers use laptops and utilize the internet during the learning process, therefore the need for

teachers to improve their abilities in IT (Syukur, 2014). Overcoming the problems of teachers in mastering IT in its use in making lesson plans and learning PAI at SMP Muhammadiyah Kasihan Bantul, from the results of observations, interviews, and documentation can be concluded several solutions including: (1) Providing complete and adequate facilities for each teacher; (2) Providing IT facilities that support learning in each classroom; (3) Carrying out regular training programs in the IT field to teachers at SMP Muhammadiyah Kasihan Bantul, especially elderly PAI teachers; (4) Carrying out training activities on effective and efficient learning methods compared to the conventional methods that have been applied.
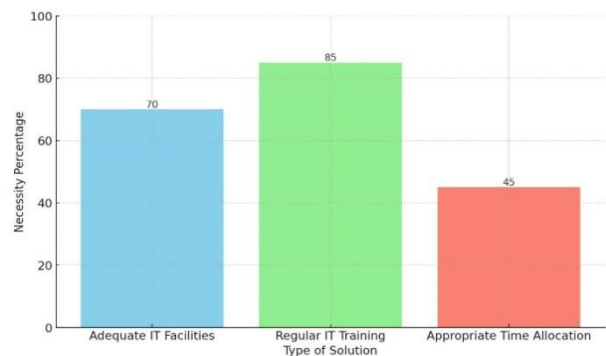

Figure 3. Proposed Solutions for Enhancing IT Competence of PAI Teachers

Another issue that hinders the availability of IT facilities is funding. Lack of funds is a major problem when schools plan to equip and facilitate teachers to be able to utilize IT. Training activities on the utilization of IT in learning have been conducted but very rarely. Teachers in this school, especially older PAI teachers, lack training on how to utilize IT in the process of making lesson plans and learning.

In fact, training is very important to improve the quality of educators in the field of IT for the preparation of administrative and learning lesson plans. IT training activities are indeed the best solution that must be done if you expect teachers to be able to use IT media in lesson plan administration and learning. Training can also improve teacher skills so that teachers can be more creative in teaching and learning activities.

Procurement of IT facilities is also very important to support the successful implementation of administrative and learning tools using IT media. Without adequate facilities, it will be very difficult to implement learning using electronic media. As time goes by, the development of technology is also very rapid. There are many electronic media that can be used in maximizing learning activities, especially PAI learning.

DISCUSSION

Based on the analysis of teachers' problems in mastering IT at SMP Muhammadiyah Kasihan Bantul, the researcher said that the main problem in utilizing IT is in the ability of each teacher. When IT facilities are available but the ability of PAI teachers to operate them is still lacking, it becomes not so functional. The next obstacle is the age factor of the teacher, teachers whose age is relatively old tend to stutter technology so it is very difficult when required to use IT facilities in the process of lesson plan administration and learning. If we depart from the existing theories, the problems found in this school are not much different from the existing theories.

The problems of teachers in mastering IT at SMP Muhammadiyah Kasihan Bantul in general are as follows: (1) IT facilities are still very limited. Based on the results of the school archive documentation, it is found that the school only has IT in the form of 2 laptops, 2 printers, 1 scanner, 4 LCDs, and 1 screen; (2) The school does not require its teachers to use IT in the learning process; (3) The ability of teachers who are still weak in utilizing IT as a learning medium; (4) Limited time used to prepare IT media in learning; (5) Teachers' assumption that IT media is not very useful because the material in the book is enough to teach students well; (6) Teachers' pleasure in carrying out learning activities with classical learning methods is considered simpler and less complicated; (7) The absence of training activities for teachers to improve teachers' abilities in the IT field.

The problem experienced by teachers in mastering IT in PAI learning is the teacher's own individual problem, where the teacher's ability to utilize IT is still weak. Although the role of facilities is also very important. The existence of adequate facilities will greatly help stimulate teachers in using it in learning. But without reducing the importance of the role of facilities, the ability of teachers as implementers is certainly very important, especially in mastering social networking IT. The educational process can utilize social media networks as a new way to be used in learning.

Increasing student learning outcomes to the maximum can be influenced by the spirit of learning, this can be realized by the existence of this technology. In order for the learning process to have more variations that can increase their motivation and learning achievement, teachers should utilize existing technology such as social media, because the majority of students, teachers and the wider community already have social network accounts (Husain, 2014).

Along with the implementation of Curriculum 2013, every teacher is required to have the knowledge and ability to utilize IT in making administration and learning activities. The integration of IT into learning so far is still limited to a small number of teachers, especially those in urban areas and young people.

Therefore, teachers must develop their potential gradually in order to have ICT competence, either through education and training, tiered training by competent institutions, or through learning while practicing, or learning by themselves through various existing learning resources (Rivalina, 2014).

Another problem experienced by teachers in mastering IT in learning is the short time problem. Learning time that is only 2 hours or 3 hours per week makes teachers focus more on how 2 hours or 3 hours can be maximized to convey material. The limited time is considered to interfere with the learning process if the limited time is also used to prepare media such as IT in learning. Various problems faced by teachers in mastering IT include the absence of training for teachers in IT midwives.

So that the knowledge and mastery of teachers in the IT field does not develop. Especially for teachers in the old age category, who do not know how to use electronic media at all. The issue of training becomes important when the ability of existing teachers is still lacking in utilizing IT. With training, teachers are expected to have the ability to utilize electronic media in lesson plan administration and learning. Another problem is the assumption that book media is sufficient to teach PAI material. So that teachers feel no need to use electronic media to help the learning process. This has reduced teachers' motivation to learn and master IT. There is no motivation and desire to be able.

Solutions that can be done to overcome the existing problems include the following: (1) Providing complete and adequate facilities for each teacher; (2) Providing IT facilities that support learning in each classroom; (3) Carrying out routine training programs in the IT field to teachers at SMP Muhammadiyah Kasihan Bantul, especially older PAI teachers; (4) Carrying out training activities on effective and efficient learning methods compared to the conventional methods that have been applied. IT training activities are indeed the best solution that must be done if teachers are expected to be able to use IT media in the administration of lesson plans and learning. training can also improve teacher skills so that teachers can be more creative in teaching and learning activities. It must be recognized that individual teacher factors greatly influence the mastery of IT.

Organizing training must also pay attention to the readiness of teachers, teachers whose age is in the old category will be more difficult to teach various kinds of technology that exist today. So that special attention is needed to be able to maximize the teacher's ability in the IT field. In contrast to teachers whose age can be said to be younger, in receiving training about IT, they will be faster and more creative in developing it.

Training must be carried out periodically or continuously, so it is not enough just once. A continuous training program will maximize results. Training

materials must also be tailored to educational interests. Training materials must look at the usefulness of what is being trained. So that after all is done what has been taught will really be utilized and functioned for the benefit of preparing lesson plan administration and learning in the classroom.

Procurement of IT facilities is also very important to support the successful implementation of learning using IT media. Without adequate facilities, it will be very difficult to implement learning using electronic media. As time goes by, the development of technology is also very rapid. There are many electronic media that can be used in maximizing learning activities, especially PAI learning.

The necessity of teachers in using IT media in learning, if it becomes a necessity from schools, should be able to stimulate teachers to further develop themselves. The demand for the use of IT media to improve learning outcomes and learning effectiveness should also be one of the motivations for teachers to use IT. But unfortunately this is indeed very constrained by the lack of existing facilities so that schools do not dare to demand that teachers use IT media when the facilities have not been fulfilled.

CONCLUSION

Based on research on the problems of professional competence of Islamic Religious Education teachers in facing the era of disruption in terms of mastery of IT (information technology) in the preparation of lesson plan administration and Islamic Religious Education learning at SMP Muhammadiyah Kasihan Bantul in the 2019/2020 academic year, the researchers concluded that:

Problems faced by teachers in mastering IT in the preparation of lesson plan administration and Islamic Religious Education learning at SMP Muhammadiyah Kasihan Bantul are caused by several factors, namely: (1) Teachers' basic competence in IT is still low; (2) IT facilities are still inadequate; (3) Teachers' pleasure in using conventional learning methods which are considered simpler and less troublesome; (4) Schools do not require teachers to use IT in the learning process, so teachers are less stimulated to further develop themselves; (5) Limited time used to prepare IT media in learning.

Solutions that can be done in overcoming the problems experienced by teachers in mastering IT in the preparation of lesson plan administration and Islamic Religious Education learning at SMP Muhammadiyah Kasihan Bantul include the following: (1) Provide complete and adequate facilities for each teacher; (2) Provide IT facilities that support learning in each class; (3) Carry out regular training programs in the IT field for teachers at SMP Muhammadiyah Kasihan Bantul,

especially Islamic Religious Education teachers who are elderly; (4) Provide an appropriate time allocation for teachers in preparing lesson plans using IT; (5) Organize training activities for effective and efficient learning methods compared to conventional methods that have been applied. The most important solution is the implementation of trainings for teachers in utilizing IT for learning, so that teachers have good skills in IT. Procurement of facilities is also very important, because a good teacher's ability to use electronic media will be in vain if the facilities are not available.

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