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Optimization of the Continuing Professional Development Program (PKB) as a Follow-up to Online Competency Mapping (PK) for Islamic Religious Education Teachers

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Abstract:

The first government initiative to improve the competency of PAI teachers was the Professional Development Program (PKB). This program is said to be able to improve the quality of PAI teachers' work when conducting online competency assessments. This series of activities began with online and simultaneous competency mapping throughout Indonesia with the aim of equalizing teacher competency as a whole and divided into several aspects. This research uses critical analysis methods. Data collection techniques include document scanning, interviews, and data collection using documents. Data analysis in this research uses qualitative analysis. The results of optimizing the Sustainable Professional Development (PKB) approach for this research are as follows. (1) Assess yourself as a PAI teacher; Second, the online Competency Mapping (PK) program; the third is PAI PKB Teacher training. The results of this research show the ability of the PKB program which is expected to improve the skills and work efficiency of PAI assistants through various courses that have been successfully completed systematically and comprehensively.

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Introduction (مقدمة)

In facing various challenges in the era of globalization, superior human resources are needed, based on this, education is still a strategic issue that must continue to be studied and paid attention to in the national development process. Why is that? Because education is one of the many determining aspects in achieving the Human Development Index (HDI). Education in Indonesia is a central theme to be discussed because it will never end and be discussed in every scientific discussion. Indonesia has a problem with the quality of its education which is still low, this is caused by many factors, including quality improvement programs through teacher and lecturer certification that are not yet effective, honorary teacher salaries that are far from adequate, the allocation of education funds that are not yet on target, the abundance of facilities infrastructure that is not suitable for use resulting in unequal distribution of education. This needs to be highlighted by policy makers so they can offer solutions that can reduce the problems that occur.

Government Regulation Number 55 of 2007 states that Religious Education is a topic that cannot be ignored and must be discussed in depth. This is defined as an educational process that has the ability to instill knowledge and shape attitudes, personalities and skills among students in applying lesson material. Religious education carries out all paths, levels and types of education undertaken. Each pathway is a major subject and lecture. Even though it is the only form of Islamic education in schools, religious education still faces many challenges, both within the education system and outside it. (Alimin 2022)

According to Haidar Putra Daulay in Arisatul Muwafiqoh, efforts to improve the quality of PAI in schools still leave problems and challenges, in terms of educators there are still quite a lot of teaching staff who are far from competent and professional and the welfare of teachers is not guaranteed. If examined from the perspective of students, there are also gaps in terms of students' lack of interest and motivation as well as the students' quite diverse religious backgrounds. It doesn't stop there, in fact the PAI curriculum itself needs to be highlighted, namely in terms of material coverage that is not in accordance with the time allocation, there is too much material coverage but the time given is not appropriate, causing educators to rush in delivering it which then results in the transfer of knowledge being hampered because it is felt that it is not optimal. (Arisatul Muwafiqoh, 2023)

One of the main problems of PAI educators is the low level of teacher competency, this is proven by the results of the online Competency Mapping (PK) exam which was carried out simultaneously by the Ministry of Religion in May 2023. Based on the online PK results, it can be seen that the average competency PAI teachers are still below the minimum standard. For example, the average PK result in Lampung

Province is below 50. Based on this, the government is launching a follow-up program for online PK which will focus on training PAI teachers in developing their professionalism. The so-called Continuous Professional Development Program (PPKB) is one of the initiatives in increasing teacher professionalism because it cannot be denied that teachers have a major role in the knowledge transfer process. Especially in the implementation of Islamic Religious Education (PAI) which takes place in schools, there are still many opinions that PAI is considered less successful in terms of managing students' religious attitudes and behavior. (E. HM, Manizar, 2017)

Starting from the government's concern about the large amount of coverage that must be met by teachers while not many teachers have adequate skills or support this, therefore this needs to be a concern for policy makers. Professional teachers are not created suddenly, but must go through various processes including self-development, experience and various other tests. Programs that are directly connected and considered relevant to the needs and interests of teachers, to meet better educational standards and needs must be realized. This aims to ensure that all parties involved and the public as consumers of educational services feel confident that the future of education in Indonesia must be a priority that continues to develop, and everything depends on how the parties responsible in the world of education manage the role of teachers as the key to educational success (Nurkholis et al. 2023).

Teachers have an obligation to develop their professionalism in a sustainable manner, which is a demand based on the implementation of the Regulation of the Minister of State for the Empowerment of State Apparatus and Bureaucratic Reform number 16 of 2009. (PermenPANRB 2009) It is hoped that the adoption of Continuous Professional Development (PKB) will be able to create teachers who are highly skilled. professional, has in-depth knowledge, and has mature character as a teacher. With continuous professional development (PKB), it is hoped that we will be able to create a professional teacher who also has strong knowledge and a strong sense of responsibility as a teacher. Teachers or teachers, also known as PAI, are generally the most important factor in the educational process. Several studies show that at least 50% of student learning outcomes are negatively influenced by teachers. Therefore, to realize meaningful education, it is necessary to ensure that every school has teachers who have high professionalism and integrity. Because, in essence, the progress of a nation's civilization is very dependent on the quality of its human resources. In this case, producing quality education certainly requires educators who are able to be the key to achieving this achievement. Fulfilling the quality and professionalism of educators is an important investment for all elements, including government, society and educators themselves. (Arifa and Prayitno 2019)

Meeting the many demands of society, government and agencies certainly makes the position of PAI educators less focused, because these demands are not just that educators must be able to teach and manage classes, but more than that, educators

must be able to establish effective relationships between students and the school community. then the use of supporting technology to improve the quality of teaching, as well as educators who must reflect and continuously actively improve practical learning. (Saifuddin 2016) If you refer to the Minister of National Education Regulation (Permendiknas) number 16 of 2007 concerning Academic Qualification Standards and Teacher Competencies and Decisions Minister of Religion (KMA) number 211 of 2011 concerning Guidelines for Establishing National Standards for Islamic Religious Education in Schools which include aspects of pedagogical competence, self-control, interpersonal, professional, spiritual and perseverance. This sixth special competency needs to continue to be developed gradually so that PAI teachers can carry out their professional duties efficiently, carefully, and be able to compete with the circumstances.

In reality, the six PAI experts are faced with various challenges, including the following: 1) Difficulty in forming lay people's opinions regarding a collection of knowledge that has not been fully embraced by Islam 2) The ability to manage the learning process is not very effective and they have a low level of motivation. 3) Knowledge and skills in handling various forms of assessment and correction in education have not been implemented effectively, 4) personality maturity has not yet met the demands of the profession, 5) skills and insight into the development of moderate Islam (Islam rahmatan lil alamin) have not been mastered according to their field, 6) mastery and skills in using ICT, scientific publications and innovative work are still low, 7) education on universal peaceful cultural values and national insight which synergizes with Islamic values has not been implemented optimally, 8) the ability to provide an understanding of the negative impacts of radical religious understanding and transnational ideologies that still low, 9) the ability to synergize and cultivate spiritual values in students in the school environment is not optimal, 10) participation as agents of change in the development of Islamic character and national character has not been achieved optimally. In order to overcome the problems of PAI teachers as listed above, strategic steps are needed, one of which is through Sustainable Professional Development. Where the ongoing professional development of PAI teachers involves various parties consisting of teachers, PAI supervisors, school principals, lecturers, as well as religious ministries from district/city, provincial and central levels.



Method (منهج)

This research is a critical analysis research with a qualitative approach. Data collection techniques in this research used observation, interviews and documentation. It is hoped that these three methods will be able to complement each other so as to obtain the expected information. Furthermore, in the data analysis

process, researchers used a method consisting of three steps, namely data condensation, data presentation, and drawing conclusions. Data condensation involves reducing information from the results of teacher observations, where less relevant data will be filtered and selected based on the problem formulation or research objectives that have been determined. Data presentation is carried out through various forms such as description, narrative and argumentation. After these two stages have been carried out, conclusions are formulated regarding the optimization of the Sustainable Professional Development (PKB) program as a follow-up to the Online Competency Mapping (PK) of Islamic Religious Education Teachers. interpretation of the results of data analysis based on teacher professionalism indicators.

Result (نتائج)

PAI Teacher Continuous Professional Development (PKB) is characterized by a series of certain behaviors, both from procedural and conceptual aspects. In various environments, such as elementary, middle, high school or vocational school, PAI conducts assessments of candidates as a means of measuring their initial competencies. This is based on KMA Number 211 of 2011 concerning National PAI School Standards. (Ministry of Religion, 2011) PKG assessors, such as Pokjawas or PAI supervisors who are related to educational level, evaluate the assessment results to form a picture of the teacher's profile based on initial achievements. Time consisting of research participants, PKG data, and MGMP PAI at each level of education will shorten the duration of PKB. PAI teachers will take part in PKB based on the results of the initial assessment which assesses the profile of PAI teachers. Researchers together with PKG analysts (PAI) monitor the implementation of PKB results, and PKG analysts carry out work-related performance evaluations at the end of each school year in accordance with the single goal of education. (Elih Yuliah 2021)

Government Regulation Number 55 of 2007 stipulates that the Ministry of Religion of the Republic of Indonesia has responsibility for managing religious education and religious education, making it the main management institution for religious education. The Ministry of Religion has the responsibility to ensure the quality standards of religious education in various schools. For this reason, there is a need to increase or refine the eight National Education Standards (SNP) that have been approved by the National Education Standards Agency (BSNP). The Sustainable Professional Development Program (PKB) is implemented by the Regional Office of the Ministry of Religion of the Republic of Indonesia. Even though Sleman Regency is one of the target areas, detailed information regarding the implementation of this program from a structural perspective is still not available.

Supervisors of Islamic Religious Education (PAI) at the regional level will be more involved in increasing the effectiveness of the PAI Continuous Professional Development Program (PKB) through a series of activities that focus on improving the quality of learning, as well as encouraging the publication of scientific works. (Widiyastuti 2023) However, until Currently there is no clear information regarding the strategic design related to this PKB. Therefore, quality improvement is more focused at the school level, the Teacher Working Group (KKG), and involves PAI supervisors and PAI MGMP. This is in accordance with the provisions in the Regulation of the Minister of State for Empowerment of State Apparatus and Bureaucratic Reform Number 16 of 2009 concerning Teacher Functional Positions and Credit Scores, which also takes into account relevant elements of education, learning and additional tasks. (Faridah, Djatmika, and Utaya 2020) PKB is a key element that provides credit scores to advance teacher career development. In the Regulation of the Minister of State for Administrative Reform and Bureaucratic Reform, it is explained that PKB covers three aspects, namely self-improvement, publishing scientific works, and innovation.

First, improving the quality of one's professionalism is the main focus in self-development, aiming to have skills that comply with applicable laws. This will make it easier to carry out the main tasks and responsibilities in the learning process, including extra tasks that are relevant to the role of the school. Self-development includes training and activities with teachers that emphasize individual needs in order to achieve standards of increased professional competence, especially in terms of implementing learning services.

Second, public scholarship refers to written works that have been published or are available to the general public as a means of improving student learning in schools and general education. This type of publication includes three activities: presentations at academic forums, writing up research findings or innovative ideas in official educational reports, and writing books or teaching materials (including textbooks for students or teacher reference materials). As a teacher's contribution to improving the level of teaching in schools and the advancement of science, technology, engineering and senior studies, innovative teaching is the third type of teaching. (Tubagus Umar Syarif Hadiwibowo, Yoga Saktiarsa n.d.)



Discussion (مناقشة)

A. The essence of the Online PK policy towards Sustainable Professional Development (PKB)

The relevance of education in order to become a commander in resolving the nation's chaotic problems should be upheld for the sake of the nation's progress, however, the world of education in this country is standing at a crossroads, not

having a clear direction, even the compass which should be a guide to direction is also turning on a circuitous path. turn. Some of these problems need to be of concern, especially to education people, because to fix such things requires cooperation between many parties. The implementation of education policy in Indonesia seems to be pragmatic, looking at the dynamics of policies regarding teacher and lecturer certification, there are many disparities just to obtain a certification label and allowances equal to the basic salary given. Difficult and complicated requirements make this an endless problem.

Seeing this reality, of course this needs to be a joint evaluation regarding the role of the government in developing education. It can be said that with the existence of policies which are increasingly turning into boomerangs for the teachers themselves, this will certainly make these teachers lose their identity as educators, which then means that these teachers are limited to Being a teacher means that the meaning and obligations are certainly very different from being an educator. It can be said that this is because the existence of this policy makes teachers increasingly improve their quality cognitively but forget about their moral obligations.

If we draw a common thread from the essence of educators themselves, it can have both narrow and broad meanings. Broadly interpreted, an educator is a person who has the obligation to develop the nation's children. In narrow terms, educators are people who have been prepared by being given knowledge and skills deliberately to be able to become teachers and lecturers. Of course, this is in line with statutory regulations which explain that an educator is a person whose job is to educate, teach, direct, guide, train, assess and provide evaluations of students aimed at the primary, secondary or early childhood education levels. (Agus Setiawan, 2017)

The Online PK policy is certainly well-intentioned by policy makers, whose hope is that this assessment will be able to help classify teachers' abilities, thus making it easier for teachers themselves to evaluate their own shortcomings, but it would also be good if this policy did not only contain tests on matters which has a cognitive smell, but it also needs to be included regarding the character of a teacher, so that it will be able to produce provisions regarding the character of teachers, because if we return to the existing reality, of course the role of teachers in this modern era needs to be highlighted a lot because there are many things that make the image of teachers diminish because The government focuses on cognitive development so that it forgets about character development.

With professional development, of course the hope is that not only will cognitive improvement but also teacher character will be formed. There is a saying that "a teacher is someone who dares to teach and doesn't stop teaching." If we contextualize it in the CPD policy, it is certainly very relevant because of the process

Teachers also remain in their portion, namely teaching, but apart from that, teachers have additional responsibilities, namely learning according to the evaluation obtained from the online PK results. Thus, in essence, this program is expected to be able to have a positive impact even though it is also accompanied by several evaluations related to this policy.

B. Implementation of the Sustainable Professional Development Policy

Continuous Professional Development (PKB) is a continuous learning method for teachers, who act as the main agent in implementing changes that meet expectations and have a silent impact on student success. The aim is for students to improve their comprehension, insight and insight during the learning process. PKB offers many teaching methods or exercises for teachers, which are closely related to the learning process after receiving first training and teaching as a teacher. The aim of PKB is to assist instructors in increasing and enhancing their own competency standards while enhancing their professional abilities.

This PKB is implemented based on a holistic commitment to competency and skills structures. There is awareness to meet professional competency standards and as an effort to update and improve professional competency as a teacher. PKB is an optimization technique to improve performance in the short and long term. Basically, PKB consists of planning, implementation, assessment and review activities which aim to improve characteristics, understanding, knowledge and performance. Therefore, any enthusiasm or reflection on a teacher's learning process or educational practice will facilitate the growth of student knowledge and teacher patience. (Umar et al. 2008)

The Continuous Professional Development Program (PKB) is structured based on individual teacher needs, where these needs include efforts to increase competency. There are certain implications related to this policy, where before teachers undergo CPD, it is important to carry out a self-evaluation. Based on the results of this self-evaluation, the steps and types of activities that need to be taken can be determined. This is because if CPD is carried out without considering individual needs or is not integrated with school activities, then it will lose meaning and can cause overlap. Self-evaluation is the basis for teachers to plan the CPD activities they will carry out.

Online competency mapping or online PK for Islamic religious education teachers is a program from the Indonesian Ministry of Religion through the Directorate General of Islamic Education, Directorate of Islamic Religious Education. (Raikhan 2019) mapping in this case is intended as a forum or means of measuring the pedagogical competency of Islamic religious education teachers (GPAI) which includes pedagogical competencies and is divided into three levels, namely pedagogical 1 includes learning planning, pedagogical 2 includes learning models and pedagogical 3 includes learning assessment. Apart from pedagogical

competencies, there are also professional competencies which are also developed and divided into three levels, namely professional 1 includes in-depth study of material, professional 2 includes publications and professional 3 includes innovative work. The implementation of online PK is carried out simultaneously nationally using a digital platform where teachers who can take part in online PK are teachers who have registered in SIAGA (Religious Teacher Information and Administration System). (Widiyastuti 2023)

After that, teachers who have registered and have a SIAGA account will be able to take part in the online PK, then after answering a series of questions that have been created by the Ministry of Religion, the teachers will see directly the results obtained, and the results have been classified. based on each pedagogy, namely pedagogy 1, 2, and 3. Based on these results, it will determine what training or development must be followed by the teacher concerned. For example, if teacher A has low results in pedagogy 1 or in the area of learning planning, then the teacher is obliged to take part in continuous professional development in the learning planning section, likewise, if teacher B has low results in pedagogy 3 or in the area of learning assessment, then the teacher is obliged to follow professional development in the field of learning assessment without the need to take part in pedagogical fields 1 and 2. (Widiyastuti 2023)

Of course, every program is created as an effort to improve the welfare of teachers, in this case this program is considered quite effective in mapping teachers' strengths and weaknesses in terms of learning mastery, where this mapping will make it easier for teachers to identify their weaknesses and be able to fix this with the facilities provided by government, because to become an instructor in a continuous professional development program you have to go through various training that has been arranged by the Ministry of Religion.



Conclusion (خاتمة)

Education is not just a part of producing people who are ready to use practical things, but more than that, the world of education must prioritize ideals, ideas and its main vision to educate the nation's children. Quoting a bit of Bung Karno's sentence "National and character building" which means that the main part of the capital for a nation's progress is building the soul of the nation itself. This is full of the role of the teacher, therefore, amidst the many critical problems related to the teaching profession, the important thing to uphold is teacher competence. Especially with regard to professional competence.

In relation to teacher competency, of course there are many efforts that must be made and continue to be made, in this case it is not only necessary for the role of teachers as the main subject but also the roles of policy holders, namely the government. Many problems are starting to come to light, one of which is the policy

towards PAI teachers, namely the holding of Online PK or competency mapping for teachers, which in the end will be able to make it easier for teachers to detect in what areas teachers have deficiencies. It doesn't stop there, the government is also working on a sustainable professional program which is a follow-up to this mapping.

This program will focus on developing areas or teacher competencies that are still lacking, not as a whole, but focusing on the areas where each teacher is weak. So far the preparation for this program has been quite adequate with various preparations that have been carried out. Of course there is great hope that in the future this program will be able to empower teachers according to the competencies that are felt to need to be developed and with the use of technology during the implementation of this program it is hoped that it will be able to provide an overview of various technological advances for teachers, both teachers who have been able to understand IT well and those who have not. This will certainly have good side effects for a teacher.



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