



The Urgency of Islamic Religious Education Teacher Competence in the Industrial Revolution Era 5.0

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Abstrack

The competence of Islamic religious education teachers is an ability possessed by an educator in showing a combination of knowledge, attitudes, and skills in a field. In the era of the development of the all-digital industrial revolution 5.0, competence is very important for educators to have, namely as a provision in teaching and learning. In the Republic of Indonesia Law Number 14 of 2005, several points discuss the competence of Islamic religious education teachers, namely in section 8. This study aims to determine the competence of Islamic religious education teachers from the perspective of Indonesian Law Number 14 of 2005 section 8. Research This research uses library research or library research. Sources of data in this study include primary data sources and secondary data sources. Primary data sources are Law of the Republic of Indonesia Number 14 of 2005 section 8; While secondary sources are the results of previous research related to the competence of Islamic religious education teachers published in national and international journals. The data will be analyzed using the content analysis method. The results of the research contained on the competence of Islamic religious education teachers as referred to in section 8 include pedagogic competence, personality competence, social competence, and professional competence.

Keywords: Industrial Revolution 5.0, Teacher Competence, PAI.

INTRODUCTION

Teachers are the main factor for the success of education. To educate students, teachers are required to have multiple roles, competencies, and responsibilities to create active, effective, creative, and innovative learning conditions. (Hakim, 2015) The obligation of a teacher is not only limited to teaching in schools, the task of a teacher is also as a motivator, facilitator, mentor, and evaluator in the teaching and learning process, namely the realization or actualization of the potential of students to develop (Hidayat and Syafe'i, 2018).

At this time the world has entered the era of the industrial revolution 5.0 which is marked by increased connectivity, interaction, and development of other systems so that education is needed that can form a generation that is creative, innovative, competitive, and highly disciplined. This can be achieved if educators have competence in teaching using all-digital facilities. (Nilasari, 2020) In this era of industrial revolution 5.0, it has had a very rapid impact on various aspects of life, especially in the world of education. The teacher is no longer the main source

of learning but has shifted to become a mentor, discussion director, and measurer of student learning progress (Adrian and Agustin, 2019) In other words, the teacher is only a facilitator in student learning activities and directs them to search for various sources on the internet. The development of this era in the world of education is either an opportunity or a threat.

Departing from the framework of thinking above, this article has found several concepts of competence of Islamic religious education teachers in Law Number 14 of 2005. The author hopes that with this article, the urgency of the pedagogic competence of Islamic education teachers will become enlightenment, especially for writers, and teachers to be taken into account.

RESEARCH METHODS

This research method uses library research (Oxford 2015) Sources of data in this study include primary data sources and secondary data sources. Primary data sources are: in Law No. 14 of 2005 article 8 of the Republic of Indonesia, while secondary data sources are the results of previous research related to the competence of Islamic religious education teachers published in national and international journals. The data will be analyzed by the content analysis method.(Drisko & Maschi, 2016) The steps of content analysis in this study are (1) to describe and identify the competence of Islamic religious education teachers in the perspective of the Law of the Republic of Indonesia Number 14 of 2005; (2) to analyze the competence of Islamic religious education teachers in the perspective of the Law of the Republic of Indonesia Number 14 of 2005; (3) make conclusions from text data to context.

RESULTS AND DISCUSSION

Based on Law Number 14 of 2005 article 8 teachers are required to have academic qualifications, competencies, and educator certificates, be physically and mentally healthy and can realize national education goals (Dewan Perwakilan Rakyat Indonesia, 2005). The urgency of teacher competence in the era of the industrial revolution 5.0 is the ability of teachers to teach by developing these competencies by the times. Article 10 paragraph (1) explains that teacher competence includes pedagogic competence, personality competence, social competence, and professional competence.

Pedagogic Competence as the Foundation of Islamic Religious Education Teachers in Teaching in the Industrial Revolution Era 5.0

Teacher competence as referred to in Law Number 14 of 2005 article 8 has been explained in article 10 paragraph (1) that one of the competencies referred to includes pedagogic competence. Pedagogic competence is a competency that absolutely must be owned by teachers. This competency is a competency that distinguishes teachers from other professions. In this pedagogic competence

includes the ability to understand students, and the psychology of students so that teachers know the potential of their students (Ismail, 2015).

The purpose of pedagogic competence is the teacher's effort in transforming his knowledge of students. Pedagogic competence includes teacher skills in designing lesson plans and implementing and evaluating student learning outcomes by their potential by applying learning theories by the times (Hidayat and Syafe'i, 2018).

The rapid development of the era at this time which has entered the 5.0 industrial revolution has brought very significant changes, one of which is the education system in Indonesia. The technology-based learning model or e-learning is not just a discourse, but must be implemented in learning. This development certainly has an impact on teachers as educators. Teachers are required to have competencies that can answer the challenges of this industrial revolution (Dwiayama, 2021)

In the era of the industrial revolution 5.0, based on a technology-based learning model or e-learning, of course, there are many advantages and disadvantages. In this case, the teacher's role is to evaluate existing deficiencies in their pedagogical abilities in teaching. Several methods can be applied so that technology-based learning or e-learning can be effective and efficient, including means of discussion, demonstration, problem-solving, observation, and discovery. This can be done by teachers using distance learning media but still controlling and assisting students in finding sources of knowledge (Ifadah and Utomo, 2019).

The phenomenon that occurred in the era of the 5.0 industrial revolution with easy internet access, many children use it not only in terms of positive activities, for example playing online games, social media, and so on. Educators and parents must collaborate in educating children's character so that it is not only at school that children get guidance. Technology can be developed rapidly, but children's soft skills and hard skills cannot be replaced by technology. (Nilasari, 2020) Through this virtual use of technology, teachers can utilize and develop a learning system that is still teacher-centric (Dwiayama, 2021).

The utilization of technology for learning media is very effective if you can use it well. For example, in impossible conditions such as the covid-19 pandemic that we have experienced, teachers can implement the online learning process (e-learning). In this technological era, there are no longer any obstacles not to studying because of the easy access to the internet and the many references that can be accessed without having to come directly to the library to look for sources. For this reason, teachers must develop their pedagogical competence in teaching using existing technology media.

Personal competence of Islamic Religious Education Teachers in Providing Praiseworthy Examples to Students in the Industrial Social Era 5.0

Teacher competence as referred to in Law Number 14 of 2005 article 8 has been explained in article 10 paragraph (1) that one of the competencies referred to includes personality competence. Personality competence is one of the four teacher competencies that cannot be separated. This competence is a set of knowledge, skills, and behaviors that must be possessed by a teacher so that it becomes a part of him to carry out his profession as an educator. (Zola and Mudjiran, 2020)

Indicators of personality competence include being humble, forgiving, honest, cheerful, energetic, careful, istiqamah, disciplined, fair, creative, sincere, honest, empathetic, brave, open, generous, patient, humorous, compassionate, appreciative, authoritative polite. Because the teacher is the figure and center in learning activities, the teacher is expected to have a good personality in teaching students both in terms of cognitive, affective, and psychomotor abilities. The attitude of a teacher will affect students in particular and society in general. If the teacher has a good personality, he will be a role model for students and the community. The teacher who is an example, every word and command will be obeyed and his actions will be imitated (Lase, 2016).

Teachers are role models for students so they are required to have a good personality, noble character, and are wise and authoritative. This personality competence can be seen in a teacher for all the activities he does on the indicators of his appreciation of religious diversity, espoused beliefs, ethnicity, customs, socio-economic background, and student appearance (Zola and Mudjiran, 2020). A wise and wise attitude is a personality that must be possessed by teachers in educating students. Teachers who have wise and wise traits can be seen from their noble character and noble character, namely being able to assess themselves realistically with various shortcomings and strengths, and having a conscience so that they can act fairly, honestly, bravely, firmly, and have integrity (Lase, 2016).

In the era of the industrial revolution, teachers are the spearhead of learning. If students learn self-taught without any assistance from the teacher, this is very risky, even having a bad influence on students because not everything on the internet is good. (Royani, 2020) In searching for sources of knowledge on the internet, if there is no party to verify the truth of the knowledge learned, the result is that the knowledge obtained is incomplete or in the wrong way. Sources in the media can be misguided and misleading if you study without a teacher (Huda, 2018).

In providing a commendable example to students, Islamic religious education teachers must reflect on the procedures of the Prophet in educating and teaching

Islam through real words and actions. Teachers who have good personalities can teach education through the teachings and values of Islam through technology-based learning or e-learning by guiding students to find sources through technology related to Islamic education (Aryaningrum, 2016).

Social Competence of Islamic Religious Education Teachers in Shaping Students' Character in the Industrial Social Era 5.0

Teacher competence as referred to in Law Number 14 of 2005 article 8 has been explained in article 10 paragraph (1) that one of the competencies referred to includes social competence. Teachers as educators are assigned to educate, teach, guide, direct, train, assess, and evaluate students. Teacher social competence means the ability and skill of a teacher in communicating and interacting with other people, namely students, effectively in the implementation of the learning process (Hasbi, 2012).

Social competence itself can be understood as the ability of teachers to communicate and interact effectively with students, fellow educators, education staff, parents, and the surrounding community. This competence elevates the function of the soul as an internal device that can be sensitive to situations and conditions that exist in the environment (Muspiroh, 2016).

The concept of social competence in Islam is expected for a teacher to be able to carry out his profession well, concerned for social problems of course related to Islamic religious education. The religious competence of an educator can be implemented in the form of concern for social problems that are in harmony with Islam. Cooperation, help, egalitarianism, tolerance, and so on are attitudes that must be possessed by an investigator (Dwi et al., 2019). Allah SWT says that we are commanded to always communicate well in Q.S An-Nisa verse 63:

أُولَٰئِكَ الَّذِينَ يَعْلَمُ اللَّهُ مَا فِي قُلُوبِهِمْ فَأَعْرِضْ عَنْهُمْ وَعِظْهُمْ وَقُلْ
لَهُمْ فِي أَنْفُسِهِمْ قَوْلًا بَلِيغًا

Meaning: They are people whose Allah knows what is in their hearts. Therefore, turn away from them, teach them a lesson, and speak to them words that have an imprint on their souls.

This verse refutes the claims of the hypocrites while giving Muslims instructions on how to deal with the lies of the hypocrites by teaching them lessons with classy (intellectual) words (Depag RI, 1989). The connection with social competence is that communication is very important to be manifested in the form of empathy, helping, and cooperating in any case. These forms of communication should be directed to achieve the objectives of learning. A good teacher can

position himself as a person who is open, friendly to his students, and interactive (Hasbi, 2012).

In this era of the industrial revolution, the challenge of a teacher in social competence is to provide counseling and guidance to students by introducing technology as a learning medium and providing assistance to access positive things. The social skills of Islamic religious education teachers include how to conduct interactive and communicative teaching specifically in this era of development. Students must also be technology literate so that they are not easy to accept bad things as a source in seeking knowledge. In this case, a teacher should position himself as a facilitator by using existing technology media such as the internet and so on.

Professional Competence of Islamic Religious Education Teachers in Teaching Students in the Industrial Social Era 5.0

The competence of teachers as referred to in Law Number 14 of 2005 article 8 has been explained in article 10 paragraph (1) that one of the competencies referred to includes professional competence. The ability of teacher in teaching must be possessed professional competence to carry out his duties in teaching well.

Professionalism is a requirement that must be owned by a teacher. With the increasingly fierce competition in the era of globalization, it is necessary to improve the professional competence of a teacher. To improve this professionalism, teachers are required to carry out a more innovative learning process for students over time (Sulastrri et al., 2020). These professional competencies include; (1) mastering the structure and material of the curriculum in the field of study; (2) mastering the substance of the field of study and scientific methodology; (3) mastering and utilizing information and communication technology in learning; (4) organize material for the curriculum in the field of study; (5) improve the quality of learning through classroom action research; (6) evaluate the deficiencies in the learning process.

The existence of a professional and competent teacher is a must for a teacher to achieve the goals of learning. Professional teachers can reflect themselves as teaching staff who are broad-minded and have competencies that support their duties as educators (Sulastrri et al., 2020). The professional competence of teachers is manifested in the form of intelligent action devices and responsibilities so that teachers who are said to be professional do not only have one competency but include all competencies as stated in law number 14 of 2005 that teachers are required to have competencies that include pedagogic competence, personality, social and professional education that can be obtained through professional education (Jamin, 2018).

Technology is a supporting medium in the learning process to establish good communication between teachers and students. Technology has a good impact on the world of education if educators can develop their soft skills in teaching and learning. (Muhson, 2010) The task of a teacher is getting heavier along with the development of science and technology. As the main component in the world of education, a teacher must be able to balance the existing technological media updates by making the best use of them (Sawitri et al., 2019).

In the era of the industrial revolution 5.0, teacher competence is very important in learning efforts to be even better so that students will be motivated and not bored in learning. Professional teachers have innovations in implementing learning strategies and presenting good material so that students actively participate in class discussions. This learning strategy can collaborate with technology controlled by educators.

CONCLUSION

Teacher competence has been regulated based on Law Number 14 of 2005 article 8 that teachers are required to have academic qualifications, competencies, and educator certificates, be physically and mentally healthy and can realize national education goals. Article 10 paragraph (1) explains that teacher competence includes pedagogic competence, personality competence, social competence, and professional competence. The urgency of teacher competence in the era of the industrial revolution 5.0 is the ability of teachers to teach by developing these competencies by the times. In the formation of children's character in the era of the 5.0 industrial revolution, teachers not only teach according to their subjects but also educate children's character so that technology development is a great opportunity, not a threat if you can use it well. In addition, the role of parents is also important in educating children because it is the main madrasa after education so parents and teachers must collaborate to shape the child's personality.

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