

Professionalism and Competence of Teachers in the Development of Islamic Religious Education Learning after the Covid-19 Pandemic



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ABSTRACT: The professionalism and competence of teachers in developing Islamic religious education learning is a must carried out by a PAI teacher. From the professionalism and competence possessed, it can make the development of learning more effective and efficient. The purpose of this study is to find and explain the form of efforts in realizing the development of PAI learning based on professionalism and teacher competence in learning. The research method used is qualitative by applying literature studies as a theoretical reference developed into a reflective conceptual implementation based on experience and conditions in the field, in this case PAI learning in schools. The findings of this study are related to the competence of PAI teachers in the development of the transition period after the Covid-19 pandemic, the duties and obligations of a PAI teacher that must be lived, as well as the concept of developing PAI learning combined with Indonesian culture with Islamic value and learning development using the internet and applications to create effective and efficient learning.

KEYWORDS: professionalism, teacher competence, pai learning development.

INTRODUCTION

The education process for many levels in the 2022-2023 academic year is finally carried out face-to-face. In some educational institutions, both elementary and high levels, learning is also carried out using a hybrid method (half face-to-face and the rest are still implementing online learning). A decision that cannot be avoided because it adjusts to the health security conditions that are now starting to improve. This development, in fact, makes the conditions of the world of education must continue to adapt related to the adjustment of the situation that must be faced, both by teachers / teachers, students, and parents. Of course, with various challenges that await, starting to reorganize teaching and learning habits with new situations and conditions, namely the transition period after the pandemic.

The conditions and situations that must be faced have made various groups in educational institutions begin to pay attention to changes in attitudes and quality in order to continue the educational process. Because basically, education is the foundation or foundation for a nation in preparing, building, and creating a quality generation as the successor of the nation's struggle for progress (Mansir and Purnomo, 2020; Sunhaji, 2015). Education is also a form of activity that aims to obtain the expected behavioral changes (Purnomo and Ningsih, 2020). Therefore, the educational process must continue, regardless of the conditions and situations.

After the pandemic, teaching staff, especially teachers, are one of the pillars that are the key to successful learning at every level of school. The professionalism applied before and when the pandemic occurred is a different condition carried out by teachers. After the reduced health impacts of the pandemic, teachers began to reorganize the aspects of professionalism that they had to implement. Because considering that during the pandemic, one of the problems that has not been resolved by the government or related agencies and educational institutions, one of which is the competence of teachers in distance learning (Anwar, 2020). In conditions that have now begun to change, teachers must immediately be able to adapt to existing situations and conditions.

In relation to being a competent teacher, Baharun (2018) explained that special criteria are needed and must be accompanied by patience and tenacity accompanied by sincerity so that worship is worth in the learning process carried out. Especially in PAI learning, a teacher must carry out the teaching and learning process using technology and maximize creativity in the teaching and learning process (Suharwoto, 2020). A PAI teacher has a double burden of having to teach religion, to make it easier for students to learn Islamic rules and guidelines (Ngazizah and Mawardi, 2022). A teacher must have an adequate level of education, he must also be physically and spiritually healthy, a teacher must also have the ability to guide, teach, direct, motivators, facilitators, and evaluators of the teaching and learning process and be an example for his students because it is to him that the purpose of education is embedded (Muhaemin and Mubarak, 2020; Ismail, 2015). At first glance, it looks difficult to do, but on the other hand, teachers in general must try to improve their competence and do not hesitate to ask questions, read, learn and try new things in learning

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because to change the situation requires a long time of will, effort, and time, so that it can be said to be a teacher who has high professionalism.

Every professional teacher must have a deep knowledge in his or her 10000000 years. Mastery of this knowledge is an important requirement in addition to other skills. Therefore, he is obliged to convey knowledge, understanding, skills and others to his students (Oemar Harnalik, 2007; Lubis, 2017). Professional teachers can be said to be teachers who have in-depth abilities related to their fields, and have various supporting aspects apart from their knowledge abilities. It can be said briefly, that the professionalism of the teacher includes his scientific abilities and the attitudes and aspects he has that are used in the world of education. These attitudes and aspects can also be said to be competencies. So, professional teachers are teachers who have a variety of qualified competencies in accordance with their knowledge.

According to permendikbud number 16 of 2007, teacher competencies are competencies that are developed as a whole from four main competencies, namely pedagogic, personal, social, and professional competencies. An educator is required to be able to realize his performance appropriately and effectively. In pedagogic competence, the teacher's ability is in the form of expertise and skills that must be possessed by the teacher in carrying out the learning process which includes learning planning, implementing learning to evaluating (Ismail, 2010). In terms of evaluation, a teacher is said to be competent if he understands evaluation techniques and procedures, and is able to carry out evaluations so that evaluation results are obtained that are used to improve learning (Oermann & Gaberson, 2009). The implementation of the evaluation starts from planning the evaluation, making test questions, processing and analyzing the test results to interpreting and following up on the results of the learning evaluation (Sudjiono, 2009).

In the learning evaluation process, educators are required to make several things, including making learning questions, be it daily assignment questions or semester exam questions. The use of information technology in making tests or exam questions, especially for Islamic Religious Education (PAI) is still lacking (Harun & Fauzan, 2019). This is because many PAI teachers do not have knowledge about how to utilize information technology in manufacturing. So far, the use of information technology is only limited to learning media. The use of information technology as a learning medium is more efficient and effective, and increases the effectiveness of teachers in learning (Nugroho, et al., 2019). Digital media-based learning in PAI lessons also makes the learning process more enjoyable and can support the development of PAI itself (Nugraha, et al., 2014).

The use of technology in PAI learning as exemplified above is a form or example of learning development carried out in the learning and teaching process. Departing from this example, the professionalism of teachers in developing learning, especially in PAI subjects, is the focus that will be discussed in this study. From the professionalism of this teacher, researchers try to provide innovations in the form of reflections from field events that are concluded to find formulations related to the development of PAI learning. For this reason, this study discusses the professionalism and competence of teachers in the development of PAI learning after covid-19. This is important to do because the shift from pandemic to post covid-19, from in-network to off-grid learning, has led to many changes, including changes in the development of pai learning. This change can be made if teachers can develop their adaptive professionalism and competencies after the COVID-19 pandemic. From here, this research becomes important to do.

METOD PENELITIAN

This research uses qualitative research methods. Qualitative research is a multi-method that focuses on interpretation of the subject matter, case studies, personal experiences, introspective, life history, and observations that revolve around the description of data and research objects (Gunawan, 2013). Mahsun (2012) revealed that qualitative research has a focus on determining meaning, description, clarity, and placement of data according to the context and often depicting it in the form of words or narratives. This study focuses on examining a phenomenon of teacher professionalism and competence in pai learning after the Covid-19 pandemic by reviewing it textually sourced from reference books and research articles.

For this reason, the approach used in this research is by applying library research, using written objects in the form of books, journals that discuss the topic to be studied. A literature review is carried out to collect data from writings (literacy) that have a relationship with the topic discussed. The data researchers take from the form of documentation, books, papers, journals, and articles, the discussion method uses a descriptive-analysis method, which is to explain and elaborate the main ideas related to the topic being discussed. Then present it critically through primary library sources and skunders related to this theme (Priyatno, 2020).

Analyzing the data in this study, the researcher used a reflective conceptual type. Reflective conceptual is a conclusion unearthed by the researcher with adjustments to the latest conditions related to the object of study discussed. In relation to the object of research, researchers explore issues related to the professionalism and competence of teachers in the development of PAI learning. From the problem, the researcher will later describe it in the discussion section related to the concept that is parsed based on observations in the field.

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RESULTS AND DISCUSSION

Teacher professionalism has the meaning of a trait that must be present in a teacher in carrying out his work, so that the teacher can carry out his work with full responsibility and is able to develop his skills without disturbing the main duties of the teacher (Nurdin, 2012). The professionalism of the teacher is a form of embodiment of the various sides possessed by the teacher. The sides in question are the depth of science, attitudes and behaviors, as well as aspects of educational support such as the goodness of norms in the form of discipline, social, and religious values that it carries out in an effective learning process.

A professional teacher is a teacher who has a number of competencies that can support their duties. Competence is a collection of knowledge, behaviors, and skills that teachers must possess to achieve learning and educational goals. A person is called competent in his field if his knowledge, skills and attitudes, as well as the results of his work are in accordance with the standards (measures) set and / or recognized by his lembaga / government (Musfah, 2012). In improving the development of learning for a professional teacher, there are four competencies that must be possessed, namely pedagogical competence, personality competence, social competence, and professional competence (Winata, 2021). These four competencies must be possessed by a teacher, especially as a PAI teacher, in whom he is very attached to the symbol of the Islamic religion.

The professional competence of PAI teachers in developing these learnings is needed to achieve the goals of Islamic education in schools that can lead students to have the ability to have the ability to values and good behaviors taught in Islam. For this reason, this competence is related to the main purpose of PAI learning, which is to build students who have faith and piety in God. Faith and piety are not only seen in the aspects of mastery and understanding of Islamic teachings, but can also permeate, internalize, and can influence the behavior and attitudes of students in their daily lives (Mawardi, 2021). If depicted in a diagram, the teacher's professionalism towards the development of PAI learning can be illustrated in the following diagram.

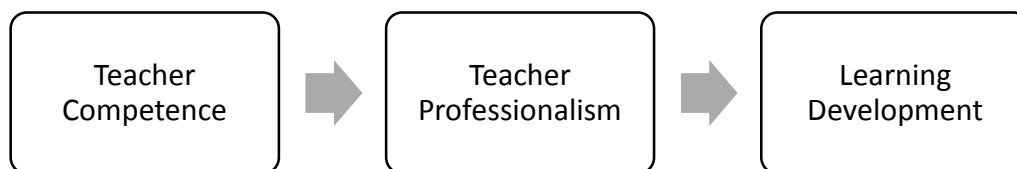


Diagram 1. The flow of discussion in the study

TEACHER PROFESSIONAL COMPETENCE IN PAI LEARNING

The improvement of the professionalism ability of teachers can be said to help teachers who have not matured to mature, who have not been able to manage themselves become able to manage, who have not met the qualifications to meet the qualifications, who have not been accredited to become accredited. Improving the professional abilities of teachers can also be interpreted as an effort to help teachers who are not yet professionals become professionals. From this professional improvement, it will also affect the quality of learning in schools (Lubis, 2017). To obtain these competencies, teachers must strive in education and not just training. In addition, the acquisition of competencies is performance, not only limited to theory, but also real behavior and skills (Sunhaji, 2012). In this study, competencies related to the professionalism of PAI teachers in developing their learning are divided into 4, namely: pedagogical competence, personality competence, social competence, and professional competence.

1. Pedagogic Competence

Pedagogic competence is the ability of teachers related to theoretical and practical mastery in the learning process, these competencies include the ability to manage the learning process, plan and carry out the learning process, evaluate the learning outcomes, and develop students in actualizing the various potentials they have for smooth learning (Susanto, 2016). Pedagogic competence is also often interpreted as the ability to manage learning, which includes the concept of teaching readiness demonstrated through mastery of knowledge and teaching skills (Wibowo & Hamrin, 2012).

In pai learning after the COVID-19 pandemic, a teacher is not only able to carry out and plan learning. Moreover, a PAI teacher is required to be able to show traits and behaviors that reflect himself as a person who has more knowledge about islam more deeply than teachers in other subjects. A PAI teacher must be able to exemplify the behavior and character of 'Akhlaqul Karimah' in accordance with the teachings contained in the Qur'an and hadith of the Prophet Muhammad saw. In pedagogic competence, a PAI teacher needs to have the ability to carry out the right learning and teaching process post covid-19 which includes the following parts:

- a. Maximizing the available learning media, can apply learning methods that are in accordance with the conditions and situations that are being experienced by each of their students, and concoct materials and materials used to provide exercises or assessments in accordance with the learning objectives.

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- b. Demonstrates and demonstrates the mastery abilities it has in subjects by setting examples in the learning process. In PAI learning, a teacher must have memorization skills or practices related to mastery of materials such as literacy of the Qur'an, worship practices, mastery of reading prayers, and mastery related to Islamic religious knowledge.
- c. Communicate with students. Communication is a form of humanity carried out by teachers to their students. By communicating well with the students he teaches, a teacher reflects parents in the school who can be discussion partners and providers of advice related to student learning and learning problems. The communication established between the teacher and the student can make the emotional bond between the two good, so that learning becomes warmer.
- d. Carry out an evaluation of the teaching and learning process. In addition to carrying out the learning process in the classroom, a teacher is also required to be able to carry out evaluations in the learning process. This learning evaluation activity is intended so that teachers can find out the extent to which their students understand the material and knowledge provided by their teachers. This process requires a teacher to be able to be objective, so that later the results of the evaluation become an encouragement and motivation that will provide enthusiasm for his students in learning.

With these four competencies, teachers will be able to realize themselves into individuals who have good pedagogical competencies, so that when learning again is carried out face-to-face, the teacher will be able to develop interesting and creative PAI learning. Learning that can make students improve their abilities and skills. This is where it means that teachers have been able to develop themselves well through pai learning activities that are well implemented as well.

2. Personality Competence

Personality competence is closely related to the behavior shown by the teacher towards his learners. The teacher is a figure who is "bullied and imitated," therefore, a teacher, especially a PAI teacher must be a person who is considered a role model by his students regarding the knowledge and morals he shows to the general public. Personality will be visible when the teacher associates daily with students and other individuals. This personality competence includes good emotional management, mature, wise and wise, authoritative, being an example of students and having a noble character shown to students, to fellow teachers, and the general public (Susanto, 2016). The personality competence possessed by the teacher not only includes formal indicators of the teacher's personality in planning the learning process and managing learning activities, but also related to all personality elements that can be seen, both in the school and in the teacher's daily life in the community. Therefore, the competence of the teacher's personality is the implementative realm of all theories taught to students in schools.

With this personality competence, teachers will be able to realize themselves into individuals who have good personalities that support their role as teachers in PAI learning activities. With this ideal personality, teachers will be able to return to conducting PAI learning activities face-to-face after the Covid-19 pandemic well because their good personalities, individually and socially have been formed. This good personality then plays a role in developing interesting and creative PAI learning. Learning that can make students increase their abilities and skills because of the role of the teacher's personality. This is where it means that through a good teacher's personality, teachers will be able to develop themselves well through PAI learning activities that are well implemented in schools.

3. Social Competence

Social competence is related to the teacher's ability to communicate and interact effectively and efficiently with students, fellow teachers, parents/guardians of students, and the general public. Teachers in the eyes of the community and students are figures who need to be used as role models and suri tauladan in everyday life. Social competencies need to be possessed by teachers, because by having these competencies, automatically the school's relationship with the community will run smoothly, so that if there is a need with the parents of students, the teachers will not have difficulties (Andina, 2018). Social skills include the teacher's ability to communicate, cooperate, get along sympathetically, and have a pleasant spirit.

A PAI teacher, is a 'ustad' figure in schools and communities who becomes a figure when there is a problem of norms and morals that occurs in the school. PAI teachers are at the forefront of religious issues in schools and neighborhoods where they live. The social competence that PAI teachers must have is a bridge to be able to approach students and also the community in educating issues and knowledge related to Islam.

With this social competence, the teacher will be able to realize himself into an individual who has good social sensitivity, good social communication, and good social interaction. This social competence supports his role as a teacher in PAI learning activities because teachers will later be able to build interaction and social communication in the classroom properly. With this ideal social competence, teachers will be able to return to conducting PAI learning activities face-to-face after the Covid-19 pandemic well because of their abilities and social skills. This social competence then plays a role in developing interesting and creative PAI learning. Learning that can make students increase their abilities and skills because of the role of the teacher's social competence. This is where it means that through a good teacher's personality, teachers will be able to develop themselves well through pai learning activities after the Covid-19 pandemic which are well implemented in schools.

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4. Professional Competence

Professional competencies include professional development, understanding insights, and mastery of academic study materials (Depdiknas, 2004). Professional teachers are teachers who are able to manage in carrying out their daily duties. Teacher professionalism is seen as a process that moves from ignorance to knowing, from immaturity to maturity, from being directed by others (other directedness) to self-directed (Bafadal, 2008). Teacher professionalism is a condition, direction, value, purpose and quality, as well as an expertise and authority in the field of education, especially learning (Asrori & Rusman, 2020). Professional teachers are teachers who have the competence to perform educational and teaching tasks. In relation to PAI teachers, the process of conducting education and teaching is actually still not enough. For this reason, a Pai teacher who can be labeled as a professional is also a teacher who performs service to the surrounding community which is carried out by participating in religious activities and carrying out Islamic activities based on the Qur'an and Hadith.

With this professional competence, teachers will be able to realize themselves to be professional individuals in the field of education and teaching. This professional competence is an important prerequisite for teachers to be able to carry out learning activities after the Covid-19 pandemic. This professional competence is the main foundation for teachers in PAI learning activities because teachers will later be able to become individuals who are able to carry out educational and learning activities properly during post-Covid-19. With this ideal professional competence, teachers will be able to return to conducting face-to-face PAI learning activities after the Covid-19 pandemic well because of their expertise in their fields. This professional competence then plays a role in developing interesting and creative PAI learning. Learning that can make students improve their abilities and skills. This is where it means that through a good teacher's personality, teachers will be able to develop themselves well through pai learning activities after the Covid-19 pandemic which are well implemented in schools.

PROFESSIONALISMGURU IN PAI LEARNING

According to the Indonesian Republik Law No. 14/2005 Article 1 paragraph 4, professionalism is a job or activity carried out by a person and becomes a source of life income that requires expertise, proficiency, or proficiency that meets certain quality standards or norms and requires professional education. Teachers are professional skills that to carry the profession must take a higher education level in an educational study program (Buto, 2016). In PAI learning, the professionalism of a teacher can be seen from various aspects that can be seen and felt by students, fellow teachers, and also the surrounding community. For this reason, PAI is one of the urgent subject matter in building student morals and personality (Sunhaji, 2014). The professionalism of a PAI teacher can be judged by the duties and responsibilities he lives in school and in the community.

1. Duties of PAI Teachers

In this post-COVID-19 period, the duties of teachers as a profession including educating, teaching, and training must continue to be improved and developed. Educating means passing on and developing the values of life, teaching means passing on and developing science and technology, while training means developing skills in learners. In other words, a teacher is required to be able to harmonize cognitive, affective and psychomotor aspects in the learning process (Umardi, 1999). The task of educators in the learning process in order is to master the subjects, use learning methods so that students can easily accept and understand the lessons, evaluate the education carried out, and follow up on the results of the evaluation. Ahmad Tafsir (2002) explained that the task of a teacher is to educate. The most important of the many tasks of the teacher is teaching and all tasks related to the achievement of teaching goals. The duties of the teacher can be detailed as follows: make preparations for teaching, teaching, and evaluating teaching results. After this task is clear and well carried out, then the teacher is required to carry out the task of educating others.

Imam al-Ghazali stated that, the task of educators, especially teachers who teach religious values has the main task of perfecting, cleansing, sanctifying, and bringing the human heart (learners) to 'taqarrub ila Allah' (drawing closer to Allah). In the Islamic view, in general, teachers must strive for all the potentials of students which include cognitive, affective, and psychomotor potentials (Zainuddin, 2009). From the duties of the PAI teacher that must be carried out, professionalism can also be seen that the teacher is carrying out his duties well, namely by educating and becoming an exemplary figure who exemplifies behavior that reflects Islamic values.

2. PAI Teacher Responsibilities

In the post-covid-19 pandemic phase, the responsibility of teachers in Islamic education is a condition of being obliged to bear everything as a result of decisions taken or actions taken (if something happens, it can be blamed). Responsibility can also be interpreted as a willingness to perform to the best of his ability to the task mandated to him with the willingness to accept all the consequences.

Teachers are professional workers who are specifically prepared to educate children who have been mandated by parents to be able to educate their children in school. Teachers or educators as the second parent and at the same time the person in charge of the education of their students after both parents in their families have a good educational responsibility to their students. Thus, if the parent becomes the main person in charge when the child is outside the school, the teacher is the main person in charge of the

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children through the child's formal education process that takes place in the school because responsibility is a logical consequence of a mandate that is carried on the shoulders of the teachers.

During the learning phase after covid-19, Islamic religious education (PAI) teachers' duties and obligations as stated above are mandates received by teachers on the basis of their choice to hold the position of teacher. The mandate must be carried out with full responsibility. In Sura an-Nisa verse 58 it is stated that, "Verily Allah commands you to deliver a mandate to those who are entitled to receive it, and (to instruct you) to establish a law among men that you may establish justly. Surely God gives you the best possible teaching. Surely Allah is all-hearing again All-Seeing."

The responsibility of Islamic religious education teachers to their mandate as stated above, he emphasized in an effort to develop his professionalism, namely developing quality, quality and actions. The responsibility of the teacher is his belief that every action in carrying out his duties and obligations is based on appropriate professional considerations. The work of the teacher demands earnestness in various respects. Therefore, the positions and requirements of the "education workers" or people who are called educators because of this work deserve serious consideration and attention. These considerations are intended so that educational efforts do not fall to people who are not experts, which can result in many losses.

DEVELOPMENT OF ISLAMIC RELIGIOUS EDUCATION LEARNING

After the returning learning was carried out face-to-face, the age of the Covid-19 pandemic, learning development is a new form of variation of the application of learning that has been done before. This learning development is a form of evaluation carried out by a teacher after learning in certain time brackets. After having good competence and professionalism, a teacher (teacher) is also required to be able to develop learning as a novelty process in the process of exchanging knowledge information.

In the learning of Islamic Religious Education (PAI), the development of this learning is based on the development and changes of the times that cannot be avoided. In its development, Islamic learning starts from oral to oral methods, then turns into mass learning which is easily obtained anywhere through electronic devices. Therefore, in the current era of progress, Islamic Religious Education is required to be able to anticipate both in thinking (concepts) and also in the domain (action) (Mawardi, 2013). Thus, the development of PAI learning here will be reduced into two parts, namely the development of PAI learning based on culture and technological developments.

1. Development of PAI Learning through Culture

After the Covid19 pandemic, culture became an inseparable element in PAI learning. This happens because the culture of its substance is the result of the fruit of human thought that concerns beliefs, arts, and customs that have been preserved for generations. In the development of PAI learning through culture, a teacher must first know about a culture that contains Islamic values. Historically, Islam and culture in Indonesia are a form of slick acculturation that we can feel its usefulness until now. Such as the 'Halal Bi Halal' tradiai which is held every year after Eid al-Fitr to continue to maintain the relationship between brothers in particular and Muslims in general. The culture of Islamic value as exemplified in 'Halal Bi Halal' is what must later be exemplified by teachers in teaching Islamic religious education apart from the package books / modules they use in the learning process.

The development of PAI learning after the Covid-19 pandemic through this culture can be exemplified by teachers by first filtering all cultures in the country that are in accordance with Islamic values. Teachers can collaborate with teachers of other subjects such as History teachers to be able to find out the cultures or customs that are still sustainable, or also with teachers Indonesian to be able to know about literary literature or oral traditions that breathe Islam, or also with teachers of other subjects who have knowledge of Islam and culture. Through this collaboration, later teachers can find out what cultures can be categorized as cultures that have an Islamic breath.

The development of PAI learning after the Covid-19 pandemic through this culture is an alternative in the PAI learning process which usually only comes from textbooks. Indonesia with a million diverse cultures can be an additional material when teaching about PAI in the teaching and learning process in the classroom. As in the PAI material for class XII which contains material on "Islamic Mercy for the Archipelago," teachers can mix and match the culture of the archipelago which has Islamic values and then explained about the purpose and meaning of the culture when implemented.

The use of culture in PAI learning after the Covid-19 pandemic can also be used as a place to take by carrying out practical tasks in the form of carrying out activities such as the practice of reading Barzanzi (to learn the story of the birth of the prophet Muhammad saw. From the development of PAI learning, students will be able to have multiple intelligence skills (Multiple Intelligences) related to the empowerment of religious abilities and other abilities (Sunaeti, Ningsih, Tutuk, and Sunhaji, 2021). By modeling and applying a culture that has Islamic values, learning Islamic Religious Education will later be more colorful.

2. Development of PAI Learning through Technological Development

After the Covid-19 pandemic, technological developments are a condition that cannot be avoided by anyone. The impact of this development also touched the world of knowledge, especially Islamic learning, which initially still had a view of the classical period, has now evolved again because the world has experienced the development of the times (Ayuningsih, Mawardi, and Rohmat, 2021).

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The development of technology is a condition that must be studied so that it can be used for good things. One of them is by utilizing technological developments to develop PAI learning in schools. The rapid and dynamic technological advances today make it an important part that cannot be separated in the educational process (Ningsih and Aziz, 2021). In PAI learning in schools, most teachers only use textbooks as the main reference to teach Islamic religious education materials. With this growing technology, teachers need to use it as an additional 'tool' to provide material to students.

After the Covid-19 pandemic, teachers must be able to master the internet in learning, which is actually familiar to learning in the era of the industrial revolution 4.0. moreover, now global developments have shown a social revolution after the Covid-19 pandemic. The use of the internet and technology is indeed a fairly effective means in carrying out learning in schools. In PAI learning, the use of the internet and technology is an additional way for students to more easily accept the material taught by the teacher.

The development of learning after the Covid-19 pandemic that teachers can do by utilizing the internet can be started by collaborating the material in textbooks with additional material they find from credible sources on the internet. For example, in the pai class X material on "Living with Glory," by utilizing the internet, PAI teachers can take advantage of the website "kahoot.id" which was originally as 'games' can be creatively transformed into 'quizzes' with questions that can be created by the teacher.

In addition to making quizzes by utilizing the "kahoot.id" website as part of using the internet, teachers who are creative in developing the PAI learning process can also take advantage of various applications for learning. There are so many applications available on the internet. The use of video making applications for PAI learning such as InShot, CapCut, Filmora, and so on can be used in making videos containing the material "Tolerance" as a group task to explore students' understanding and their creativity so that then the results of the video can be uploaded on YouTube.

The use of the internet as a learning development is a challenge for creative teachers. As a way of adapting to technological developments, teachers are required to have a creative and innovative attitude in utilizing internet facilities and existing technological developments. The development of learning using technological developments is a form of purpose so that the teaching and learning process becomes more efficient and effective. Teacher professionalism with various competencies and collaborations related to developing learning is a concrete form of creativity and innovation of a teacher related to his duties and functions as a teacher. By utilizing various supporting elements in PAI learning such as collaboration between culture and religion, as well as the use of technology as a 'tool' in developing learning, making the teacher a professional teacher.

CONCLUSION

The professionalism and competence of teachers related to the development of PAI learning after the Covid-19 pandemic is a link between the various abilities that must be possessed by teachers. The development of learning is an effort that must be taken by teachers by exerting all abilities, both mastery of the material and collaboration with other sciences. The development of learning carried out by teachers who have competence and professionalism can be done by utilizing various 'tools' and other scientific collaborations such as combining culture and technological developments to develop PAI learning so that the teaching and learning process can run more effectively and efficiently.

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